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ABSTRACT

The document contains reports, resources, illustrations, questionnaires, activities, and guidelines for teachers of gifted students. Materials are divided into 14 sections: (1) general information on gifted children, teachers of gifted/talented children, administrators, parents of gifted/talented, and sources of information; (2) national gifted/talented programs and programs in Louisiana, Michigan, Minnesota, Mississippi, Nevada, New Jersey, New York, Ohio, Rhode Island, and Texas; (3) creativity, (4) literature, poetry, and written expression; (5) other language arts; (6) mathematics; (7) science; (8) social studies; (9) art, music, and physical education; (10) independent investigations; (11) miniunits, ministudies, and minicourses in the areas of language arts, science, and social studies; (12) simulations (commercially designed and teacher designed and constructed); (13) career education; and (14) values. A list of selected references and a list of contributors complete the document. (SB)

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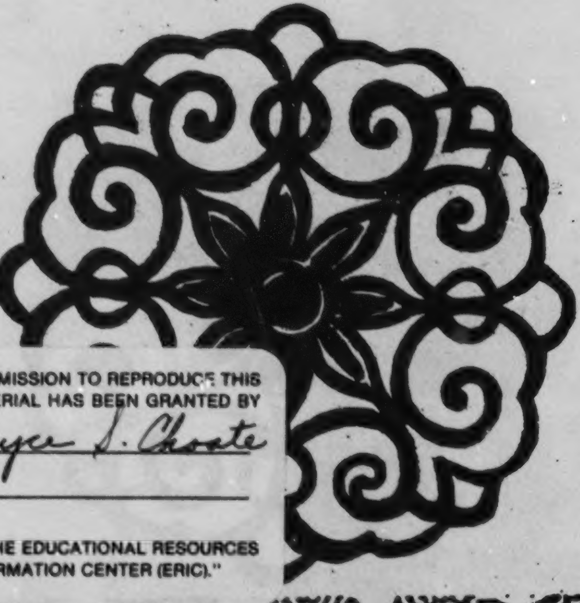
GIFTED & TALENTED BITS & TIDBITS

A HANDBOOK OF METHODS, MATERIALS, AND IDEAS



LaVeta Higgs Price
Joyce S. Choate, Editors

Project FUSE
Northeast Louisiana University

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GIFTED/TALENTED BITS AND TIDBITS:

A HANDBOOK OF METHODS, MATERIALS, AND IDEAS

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Project FUSE

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The pages which follow are but a small sampling of the ideas which have been so generously shared by Gifted and Talented educators across the United States. These materials were so selected as to attempt to represent current trends in the field as well as innovations. Only those materials for which permission to duplicate was granted could be included. A very special "thank you" is due each individual and the sponsoring agencies noted in the "List of Contributors" for so graciously volunteering their ideas. If, as has been suggested, Gifted and Talented youngsters are our nation's greatest natural resource, than the educators of these same students hold in their hands the future of our nation. And likewise, if the overwhelming response of the educators who contributed to this volume is an index of the quality of the professionals guiding these youngsters, then our nation's future is indeed promising!

lhp
jsc

Monroe, Louisiana
1982

INTRODUCTION

Education for the gifted, creative, and talented should *not* be an extra--rather, it should be an *essential part* of the total school program. Gifted, creative, and talented education encompasses differentiated programs and alternatives which should not only provide for the special needs of these children, but which will mold, develop, and expand their talents and abilities.

Giftedness is a "condition" which can be developed in some individuals *if* an appropriate interaction happens between a person, a particular area of human endeavor, and the person's environment. *All* children who are capable of gifted behavior should have the opportunity(ies) to be served by a gifted, creative, talented program(s).

Certainly we do not know what the future holds for our children; therefore, we need gifted programs which focus on developing thinking processes and their application to meaningful situations, as well as the production of self-motivated and independent learners.

If we deny our gifted, creative, and talented children the differentiated educational program(s) which they deserve and need, then we will be stifling and silencing the creative and productive leaders of tomorrow--an incomprehensible loss to us all!

ADAPTED FROM: *Project PROMISE: A Handbook for Administrators.* Richland County Public Schools, Mansfield, OH 44902.

BITS AND TIDBITS

WHAT IS LEARNING?

Carl R. Rogers, in Freedom to Learn: A View of What Education Might Become, discusses ten principles or hypotheses which can be reasonably abstracted from current experience and research related to the newer approach to learning as "methods to set students free for self-initiated, self-reliant learning":

1.) *Human beings have a natural potentiality for learning.*

2.) *Significant learning takes place when the subject matter is perceived by the student as having relevance for his own purposes.*

3.) *Learning which involves a change in self organization--in the perception of oneself--is threatening and tends to be resisted.*

4.) *Those learnings which are threatening to the self are more easily perceived and assimilated when external threats are at a minimum.*

5.) *When threat to the self is low, experience can be perceived in differentiated fashion and learning can proceed.*

6.) *Much significant learning is acquired through doing.*

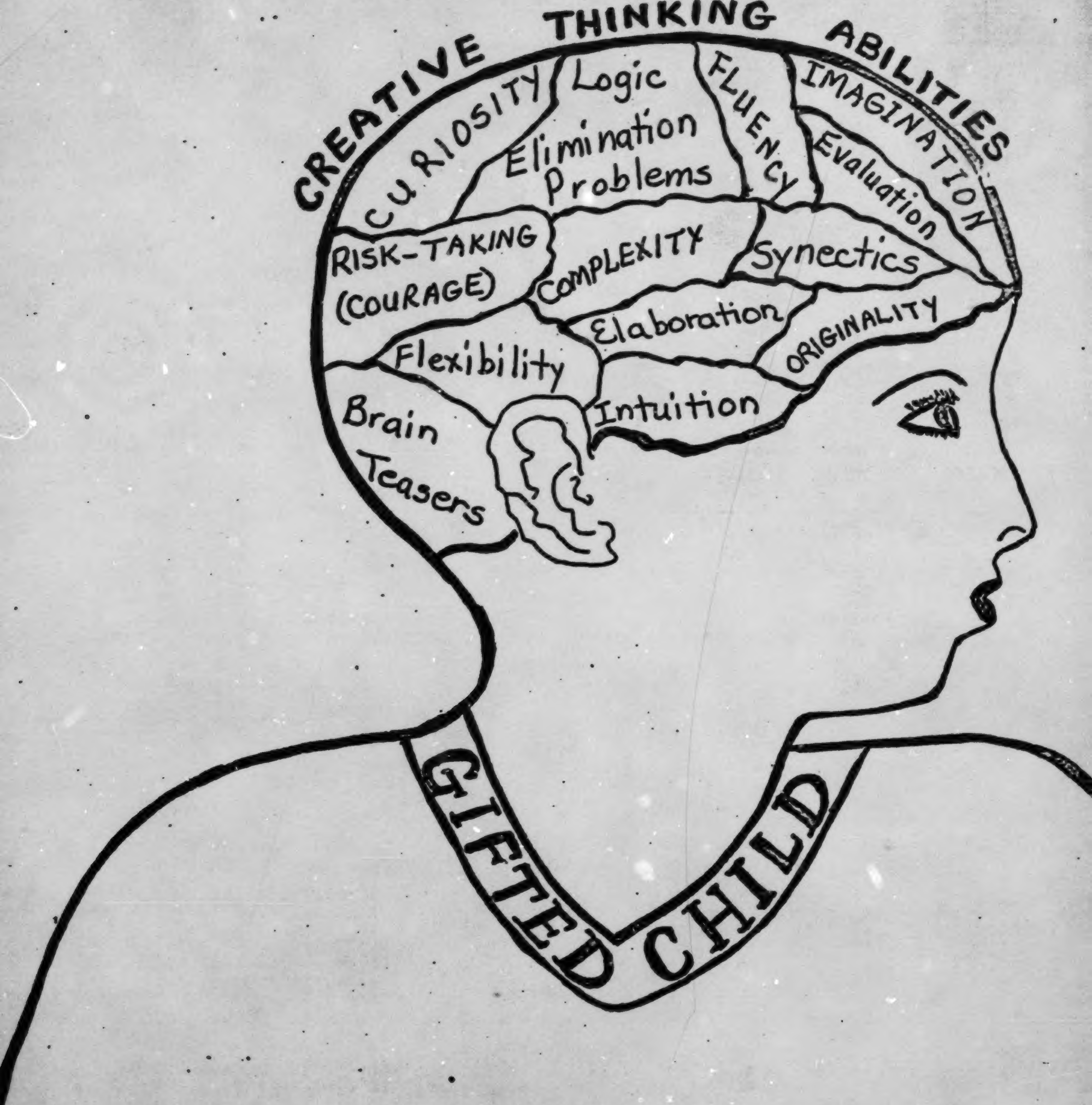
7.) *Learning is facilitated when the student participates responsibly in the learning process.*

8.) *Self-initiated learning which involves the whole person of the learner--feelings as well as intellect--is the most lasting and pervasive.*

9.) *Independence, creativity, and self-reliance are all facilitated when self-criticism and self-evaluation are basic and evaluation by others is of secondary importance.*

10.) *The most socially useful learning in the modern world is the learning of the process of learning, a continuing openness to experience and incorporation into oneself of the process of change.* [*Pages 157-164*]

LET'S DEVELOP---


CREATIVE THINKING ABILITIES
CURIOSITY
Logic
Elimination Problems
FLUENCY
IMAGINATION
Evaluation
RISK-TAKING (COURAGE)
COMPLEXITY
Synectics
Elaboration
ORIGINALITY
Flexibility
Intuition
Brain Teasers
GIFTED CHILD

~LaVeta Higgs Price

A New Federal Priority

by Harold C. Lyon, Jr.
Director of Education for the
Gifted and Talented
U.S. Office of Education

There is a new educational priority in Washington that is struggling to compete for funds with the many other priorities--a priority in behalf of this country's most neglected and valuable natural resource, our 2.5 million gifted and talented youth. These are the future leaders of tomorrow--the Albert Einsteins, Ludwig van Beethovens, Mary Cassatts, Benjamin Franklins, and Martin Luther Kings. These are the youth who have the potential to change the world, to come up with a solution for the energy crisis and a cure for cancer if we do something about them today.

In this new national priority, we are emphasizing a broad definition of giftedness. We are as much concerned with youngsters who have leadership ability, creativity, and artistic talent as we are with the academically gifted and those with high IQ's.

Our national effort had its beginning in 1970 when the Congress asked the U.S. Commissioner of Education to submit a report on what was happening educationally to gifted and talented youth throughout the country. When submitted in 1971, the report revealed the following depressing problems.

- *Fewer than 4 percent of the country's gifted and talented youth were receiving services commensurate with their needs.*

- *There was an erroneous belief that the gifted and talented come from "elite" upper-middle-class groups, when, in my opinion, there are potentially the same proportion of gifted and talented from the ghettos, the Indian reservations, and the barrios of this country.*

The use of teacher nominations and group tests to identify the gifted is not the only way or the best way of identifying those from culturally different backgrounds. One promising means of identifying them appears to be peer nominations. Early findings indicate that when students nominate the gifted and talented among their peers, they are far more accurate than the 50-percent accuracy level for teachers. There is a need for more research in this area.

- *Another false notion prevailed: that the gifted and talented can "make it" on their own. Yet a large percentage of dropouts are gifted and talented youngsters who were turned off by school.*

- *Administrators were not aware of the needs of these students. Over 50 percent of school administrators in a national survey said that they had no gifted and talented in their schools!*

- *In 1971, only 10 states had a full-time person employed in their state departments of education working in behalf of the gifted and talented. Yet a high correlation exists between such a full-time effort and excellence of programs for these youngsters in states. Most of the exemplary programs identified were located in states with full-time efforts. (This gave us a clue about national strategy: We knew we could not directly reach the nation's 17,000 school districts; however, we could hope to reach the 50 state departments of education.)*

- *Only 12 institutions of higher education were providing graduate level programs for teachers specializing in education for the gifted and talented.*

- *Some teachers and administrators showed considerable hostility toward the gifted and talented, for these are the youth who ask the threatening questions in the classroom. (The letters and phone calls that our national office receives from parents of gifted and talented youth reflect this finding. One mother complained that her daughter, Carla, a gifted fifth grader, came home from school relaying her teacher's hostility: "Put your hand down, Carla. Your arm is just going to get tired! We know you are bringing those answers from home.")*

The U.S. Commissioner of Education's Report to Congress launched the new federal priority on behalf of the gifted and talented in 1971; however, it was a priority without legislation and sufficient funding to do the job so badly needed. The Report prompted the Commissioner to establish the new Office for the Gifted and Talented (OGT) in the Office of Education.

In addition to planning how best to concentrate on the problems revealed in the Commissioner's Report, OGT became adept at scrounging funds from various sources to be used for programs for these youth.

OGT also established the following objectives in an effort to generate the greatest positive effect with the small amount of funding made available from other federal legislation and foundation support:

Strengthening state leadership. Since the Commissioner's Report found a high correlation between a strong state effort and excellence of programs for the gifted and talented, strengthening of state leadership became the highest priority. The National Leadership Training Institute (LTI) for the Gifted and Talented was founded to train teams of five leaders from every state to develop programs in each state.

Between the summers of 1972 and 1975, national institutes were held to train the teams. Each team developed a comprehensive state plan for the gifted and talented. Upon returning to their states, they generated considerable activity and progress, including a series of awareness conferences and meetings on the gifted and talented.

Funded through the Education Professions Development Act for a three-year period at $1.1 million, the LTI also held awareness conferences on the culturally different gifted in regional locations around the country. Additionally, parents, administrators, and school board members were brought together to discuss the gifted and talented.

In addition to the programs sponsored by LTI, three Title V ESEA projects were funded to enable consortia of 10 to 15 states in each project to cooperate on helping the gifted and talented in their states. These projects have reached about one-half of the states (funded at the $250,000 level in 1974 and refunded in 1975 at a slightly lower level).

Also, a national clearinghouse for the gifted and talented was established in 1972. Located in the ERIC Clearinghouse on Handicapped and Gifted Children at the Council for Exceptional Children in Reston, Virginia, the clearinghouse is disseminating information on research on the gifted and talented and the best practices available for reaching them.

As a result of these efforts, 18 state departments of education now employ a full-time person to work with the gifted, and 23 other states that had previously made a token effort to help these students now have a person working 50 percent of the time in their behalf.

Establishing career education for the gifted and talented. The gifted and talented can benefit immensely from apprenticeship opportunities. Therefore, an institute for career education for these youngsters was initiated, and some well-known gifted career educators were invited to participate.

As an outgrowth of this objective, Kenneth B. Hoyt, now Associate U.S. Commissioner of Education for Career Education, and Jean R. Hebeler, edited Career Education for Gifted and Talented Students in 1974. This book, the first of its kind, establishes the desirability of having states and other institutions work in the area of career education for the gifted and talented.

The two latest projects in this area are one to develop curriculum materials and teaching guides for career education for the gifted and talented and another to set up an exemplary project in Wisconsin, Rhode Island, and Washington.

Infusing the arts and humanities into all learning. Working closely with the USOE regional offices, the National Endowments for the Arts and Humanities, and other organizations, OGT advocates infusing the arts into all learning experiences of the gifted and talented in order to better develop them as whole persons. To give impetus to this new thrust, USOE and the South Dakota State Department of Education recently conducted a conference on this topic in the Black Hills.

Working for cooperation between the community and the private sector for gifted and talented youth. An example of OGT's catalytic activities under this objective is the national Exploration Scholarship Program, which gives the gifted and talented opportunities to go on worldwide expeditions with some of the world's leading scientists. In 1975, 110 full-scholarship winners joined as members of education expeditions organized by Educational Expeditions International, a nonprofit organization dedicated to promoting field expeditions in the sciences.

Also, OGT has been cooperating with private foundations that have an interest in funding programs for gifted and talented youth. The Office has been working closely with the Robert Sterling Clark Foundation, which set up six seminars for some 30 private foundations. The purpose is to encourage foundations to fund quality programs for the culturally different or disadvantaged gifte and talented.

Another program OGT coordinates is the Presidential Scholars Program, which brings 121 of the country's most outstanding high school seniors (a boy and girl from each state and outlying area plus 15 from the nation-at-large) to Washington, DC, to receive a medal from the President and to meet top-level government officials.

New legislation for the gifted and talented. In the Educational Amendments of 1974, Congress passed legislation for the gifted and talented (for the first time since 1958 when the National Defense Education Act was passed). This legislation is part of the Special Projects Act, and it authorizes $12.25 million for gifted and talented programs.

The appropriation for fiscal year 1975 was only $2.56 million--a fraction of the full authorization. Accordingly, special plans were made to insure that these funds have the greatest impact nationally. With input from experts, and practitioners throughout the country, OGT drafted regulations, published in July of 1975, governing the issuance of grants and contracts for the new legislation.

The largest proportion of the funds will go into programs for state grants. Approximately 20 states are to receive grants the first year. Each state grant may contain three components: a state grant, an in-service teacher training component, and one or more local model projects with statewide implication.

Grants will also be awarded to local school districts. These will be mini-grants of from $1,000 to $20,000 (unfortunately only a small number of them will be available during fiscal 1976 because the appropriation is so small). A third category of national training grants will be directed at training professionals to work in various capacities in educational programs for the gifted and talented.

In addition to the grants, two categories of contracts will be administered, the first of which is a contract to fund five to eight national model projects for target groups, such as minority, rural, and very young children. This money will not be used to initiate new projects but rather to replicate and to demonstrate the success of already proven projects for these groups.

The final category of contracts will be for information-clearinghouse products for gifted and talented youth. One such contract will be given to an organization that can assess the numbers of gifted and talented youth being served and the most effective means of identifying culturally different gifted youth.

An emphasis on humanistic education runs through our federal concern for the gifted and talented.

In 1968, a White House Task Force on the Gifted, with which I worked briefly, asked some of the country's most successful citizens what had made the biggest difference in their lives. Almost every one of them gave the same answer to that question: Somewhere along the line, a teacher, a coach, or some respected adult had built an intimate one-to-one relationship with them, encouraging them to believe in themselves as human beings and to try new things. These one-to-one relationships can make such a difference with gifted and talented youth! We are attempting to encourage programs both in and out of school that provide such humanistic mentorships.

When we do anything at all for the gifted and talented, we tend to force them down the purely cognitive track with little or no attention paid to their feelings or affective development. Alfred North Whitehead said: "After you understand all about the sun, the stars, and the rotation of the earth, you may still miss the radiance of a sunset."

We need to provide the kind of fertile educational environment--particularly for the gifted and talented--where through discovery, assisted by enlightened learning facilitators as teachers, we can help nurture their capacities for love, empathy, awareness, and the ability to communicate with their fellow human beings. Without these skills, their gifts are a waste.

SOURCE: Project PROMISE: A Handbook for Administrators. Richland County Public Schools Talented and Gifted Programs, 1980, pp. 341-344. Susan Cooper, TAG Coordinator, Richland County Public Schools, 50 Park Avenue East, Mansfield, OH 44902. PERMISSION GRANTED.

. A Program for Gifted and Talented Students. . .

. . . *should have among its OBJECTIVES . . .*

. . . *to develop a love of learning and a lifelong desire to learn.*

. . . *to develop respect for oneself as a unique individual--no two of us are exactly alike--"There's nobody else like me!"*

. . . *to develop respect for others--adults and all peers, not just those of similar intellect.*

. . . *to develop realistic goals for oneself and pride in accomplishing those goals.*

. . . *to maintain a questioning attitude and an inquisitive mind.*

. . . *to think critically and reflectively.*

. . . *to understand problem-solving processes and resources available for problem-solving.*

. . . *to develop skill in effectively and efficiently using time and resources.*

. . . *to develop leadership skills.*

. . . *to develop awareness of responsibilities of citizenship.*

. . . *to grow to understand the decision-making process.*

. . . *to develop skills in career decision-making.*

. . . *to master early in life those foundation skills necessary for specialized study and advanced work.*

. . . *to develop ability to study and work independently.*

. . . *to develop ways of expressing oneself in original, creative ways and words.*

. . . *to develop evaluation skills.*

. . . *to accept responsibility for high-level achievement and its implications to society.*

. . . *to develop awareness and acceptance of one's own talents and abilities.*

. . . *to develop competency in some area of special talent or ability.*

. . . *to develop an understanding of the valuing process--of "values clarification."*

. . . *to strive for ongoing improvement of one's own character!*

"MAY I BE BETTER TODAY THAN I WAS YESTERDAY,
AND BETTER TOMORROW THAN I WAS TODAY"

Adapted: LaVeta Price

REPLYING TO WHAT IS SAID ABOUT PROGRAMS FOR THE GIFTED AND TALENTED

1.	Programs for the gifted and talented reinforce the segregation of students.	The definition of gifted and/or talented naturally segregates these children from others. Isolation, as differentiated in meaning from segregation, is not the aim of a program for these pupils. Segregation is the program's goal only as it applies to the separation of children from children. The reason for segregating students is far more important than the definition. The concept of segregation for status and expediency cannot be equated with segregation for learning efficiency and effectiveness. The segregation of the gifted and talented for various purposes at various times can promote the use of techniques and materials which enhance the quality of education for all children.
2.	The utilization of individualized instruction abolishes the need for separate programs for the gifted and talented.	Individualized instruction is a term which has become misused and misinterpreted. It can be identified as a method of teaching. Regardless of its definition, individualized instruction implies the need to provide for individual differences within the context of a given administrative arrangement. In its purest form, individualized instruction should provide a separate educational program for every child. Even though individualized instruction accommodates the gifted and talented to a greater degree than the traditional classroom operation, it cannot replace separate programs which expose the students to learnings that exist beyond the confines of even the best individually instructed classroom. The idea that one type of provision will satisfy the needs of these gifted students is unacceptable.

3. Overemphasizing the gifted and talented through a special program creates an elitist population.	In programs where the gifted and talented spend some portion of their school time interacting with other students, the probability of their becoming an elite group is minimized. If the students perceive participation as a reward for their intelligence and if attendance promotes status by virtue of the design and offerings of the program, then the student cannot be held responsible for flaunting or misrepresenting the group to which he belongs. Likewise, where the gifted and talented program is not seen in relationship to other programs, it presents a faulty picture of both the purpose and its participants. When students understand the reason for their participation and where opportunities are created for them to share outcomes from the program, research has shown that they relate more successfully and are well-received by others.
4. What is good for the gifted and talented is good for all children.	The premise that gifted and talented children are still children does not mean that they are like all other children. Recognition of their capacity and potential for learning characterizes them as deviating from the norm. The argument that all children should have the educational experiences, to a greater or lesser degree as it relates to their ability to learn, is one which at least gives the gifted and talented some special attention. A program tailored to the gifted and talented but applied to the average causes frustration and failure to the average; conversely, a program designed for the average and made available to the gifted and talented restricts self-fulfillment for the gifted and talented.

5.	If classroom teachers were doing their job, there would be no need to offer a special program for the gifted and talented.	In most situations, the classroom teacher is a generalist who lacks the specialized preparation to work with the gifted and talented. The expectations for the classroom teacher with a heterogeneous population should be to find alternatives for the gifted and talented and to guide them toward these alternatives. The teacher is not a failure because she realizes her inadequacies and weaknesses to be all things to all children.
6.	What is offered to the gifted and talented should be commensurate with what is offered to the students in other special education programs.	Research indicates the predominance of fiscal and professional support for programs for the handicapped without the same degree of support for programs for the gifted and talented. Equality of need for all special programs must be stressed without mandating equality of the type or scope of the program. The cliché that gifted are not handicapped is incorrect, for the lack of educational means for the gifted and talented results in handicapping their potential. The amount of attention and acceptance given to "special education" must include appropriation for gifted and talented programs as part of the same title.

SOURCE: Project PROMISE: A Handbook for Administrators. Richland County Public Schools Talented and Gifted Programs, 1980. Susan Cooper, TAG Coordinator, Richland County Public Schools, 50 Park Avenue East, Mansfield, OH 44902. PERMISSION GRANTED.

GIFTED/TALENTED CHARACTERISTICS AND BEHAVIORS

CHARACTERISTIC	BEHAVIOR
...usually has already mastered concepts and/or skills she is being urged to "study" or "do" for her particular grade level...	...so may become "turned-off" to the whole educational process--a negative reaction to her school, her subjects, and her teachers.
...may perceive own exceptional mental ability (and/or other abilities) as so different from peers' that...	...may come to dislike strongly own superior ability(ies) and view them as cause of rejection by peers--and/or as preventing perceived deserved approval and recognition.
...because of superior ability (ies), sets high goals...	...but may set goals too high for attainment; may become a "perfectionist" and experience disappointment with results or products less than "perfect".
...naturally curious, keenly observant, has exceptional ability to think "conceptually"...	...but may impress some teachers and some peers as aggressive and a "know-it-all" or "Smart Alex(andra)"..
...learns easily and rapidly...	...but may not always know how to manage "free" time.
...Even though at times, she may need some drill and repetition, she usually dislikes it intensely and "balks" at doing it...	...which may antagonize the teacher who is aware of her lack of certain skills, and believes drill and repetition are the best ways to master them.

CHARACTERISTICS AND BEHAVIORS, continued

CHARACTERISTIC	BEHAVIOR
...usually possesses not only superior mental ability, but also physical and emotional excellence...	...and may have difficulty locating sufficient outlets for all of those mental, physical, and emotional energies.
...The "brain" works faster than the "hand"--she thinks faster than she can write...	...so may submit written work so "messy" or "sloppy" as to be inconsistent with its thought and content.
...may not have to work hard to attain higher "grades" or "marks" than her classmates--not challenged or pressured...	...so may not learn the value of, or experience the satisfaction of, really hard work and sustained effort.
...may possess great potential for leadership and contributions to society...	...but may not always understand this potential, or perceive it as a social responsibility.
...searches for answers to questions that interest her; is often critical; may not be quick to "jump to conclusions"...	...needs time for thinking--for creative problem-solving; likes an individualized program which allows for developing and exploring own interests.
...with optimum learning climate, achievement level may be two to three years (plus) above that of peers...	...which places responsibility (burden?) on teachers and parents to provide challenging learning materials, situations, and experiences.

CHARACTERISTICS OF GIFTED AND TALENTED

DEVELOPMENTAL TASKS

Infancy and Early Childhood

1. Learning to walk and talk.
2. Learning body controls and physiological differences.
3. Learning to relate oneself emotionally to others.
4. Forming simple concepts of social and physical reality.
5. Learning to distinguish between right and wrong, thus developing a conscience.

SPECIAL NEEDS OF THE GIFTED

Infancy and Early Childhood

The gifted child performs the same tasks but usually at a much earlier age. He is interested in asserting his physical and mental independence sooner than normally expected. Thinking patterns develop through curiosity, questioning, physical explorations, and problem challenges. Internalization of value systems and a sense of self and of conscience occur much earlier. He becomes interested in being an "organizer" and displays early attempts at creativity. He identifies and explores the world outside the home sooner and with less reluctance than the normal child.

DEVELOPMENTAL TASKS

Middle Childhood

1. Learning physical skills necessary for ordinary games.
2. Building a wholesome sense of self.
3. Learning to get along with peers.
4. Learning to read, write, and calculate.
5. Developing a simple value system with concepts necessary for everyday living.
6. Achieving personal independence.
7. Developing attitudes about social groups and institutions.

SPECIAL NEEDS OF THE GIFTED

Middle Childhood

At this stage the gifted child develops physical dexterity, particulary in the manipulative skills, almost to the fullest degree. The "apron strings are cut", for now the emphasis shifts from home-directed to self-directed. There is much experimentation with fantasy, unreality super-heroes, and media stimulation.

He is becoming more sophisticated in his questioning and seeks to classify the physical world. He is developing his leadership abilities as he is rapidly approaching adolescence. He needs to identify with others like himself. His social development demands that he have friends of the same age who are also bright.

He will develop particular hobbies or talents, in some of which he will excel. He will be extremely precocious in emulation of adolescents in fads and fashions. He will sometimes feel a sense of isolation socially as he recognizes his inherent "difference". Frustration often results from the unrealistic goals which he establishes for himself.

DEVELOPMENTAL TASKS

Adolescence

1. Assuming a more mature relationship with peers of both sexes, realizing acceptance within the peer society.
2. Acceptance of oneself physiologically.
3. Attaining emotional independence of adults.
4. Finding a route toward economic independence, via preparation for a selected occupation.
5. Developing civic competence and a sense of social responsibility.
6. Acquiring a set of values for guidance of behavior.
7. Preparing for marriage and family life.

SPECIAL NEEDS OF THE GIFTED

Adolescence

"The gifted child has reached adolescence long before he will be accepted by "teen-agers." He will probably experience a sense of isolation and will need to belong to various youth organizations in order to reduce his loneliness. He will probably develop a pseudo-sophistication and much superficiality in his attitudes. He needs parental support now more than ever. Usually, he will be quite articulate and will relate easily to adults. He will develop a self-concept consonant with his potential. He may have a greater problem developing appropriate sex roles and relationships. He may abandon intellectual activities which are not accepted by the group in favor of more ordinary pursuits. As an alternative, he may persist in being different and sever the lines of social communication. Usually he will need help in learning to adjust to adolescent society without sacrificing his exceptional abilities.

SOURCE: Nicholas J. Sferrazza, Ass't. Superintendent of Schools, Gloucester Township Schools, Blackwood, NJ 08012. PERMISSION GRANTED.

Characteristics of Various Areas of Giftedness

Psychomotor

- challenged by difficult athletic activities
- exhibits precision in movement
- enjoys participation in various athletic opportunities
- excels in motor skills
- well coordinated
- good manipulative skills
- high energy level

Visual/Performing Arts

- outstanding in sense of spatial relationships
- unusual ability for expressing self, feelings, moods, etc. through art, dance, drama, music, etc.
- good motor coordination
- exhibits creative expression
- desire for producing "own product" (not content with mere copying)
- observant

Creative Thinking

- independent thinker
- exhibits original thinking in oral and written expression
- comes up with several solutions to a given problem
- posesses a sense of humor
- creates and invents
- challenged by creative tasks
- improvises often
- does not mind being different from the crowd

Leadership

- assumes responsibility
- high expectations for self and others
- fluent, concise self expression
- forsees consequences and implications of decisions
- good judgment in decision making
- likes structure
- well liked by peers
- self-confident
- organized

General Intellectual Ability

- formulates abstractions
- processes information in complex ways
- observant
- excited about new ideas
- enjoys hypothesizing
- learns rapidly
- uses a large vocabulary
- inquisitive
- self-starter

Specific Academic Ability

- good memorization ability
- advanced comprehension
- acquires basic skill knowledge quickly
- widely read in special interest area
- high academic success in special interest area

compiled by Joyce Juntune
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CONDITIONS WHICH MAY HIDE GIFTEDNESS

Parents and adults who work with students should be aware of the following personal characteristics and environmental situations which can cause gifted and talented students to be unrecognized as such:

1. Psychological
   - A. Emotional disturbance causing underachievement
   - B. Deliberate underachievement to conform to age peers
   - C. Interest in one area to the neglect of another--often a characteristic of a gifted child and sometimes presenting the appearance of being slow in some areas.
   - D. Highly creative and nonconforming to regular school program; can appear to be a problem student because he is unmotivated in the regular school program, is bored and does poor school work.
   - E. Learning disability masking a gifted intellect
2. Physical
   - A. Vision problem
   - B. Hearing loss
   - C. Cerebral palsy
   - D. Etc.
3. Cultural - general
   - A. Inability to function meaningfully in the dominant culture because of limited exposure to that culture
   - B. Sub-culture standards conflicting with dominant culture, involving peers, parents, and community
   - C. Lower self-esteem patterns resulting from self-comparison with dominant culture standards
   - D. Lack of cultural experiences stimulating intellectual growth
   - E. Teachers who do not understand or respect minority culture and therefore cannot identify giftedness in a member of that group

4. Cultural - language

   A. Little educational opportunities in dominant culture

   B. Bilingualism at a depressed functional level in both languages

   C. Lack of verbal intellectual stimulation due to limited language

   D. Dialectal differences affecting learning--acting as a barrier to social communication and mobility

5. Environmental - school

   A. Attendance at schools with overcrowded classrooms, on half-day, double sessions, etc.

   B. Transiency in elementary school years--at least three moves

   C. Uninteresting, unstimulating class environment--student withdraws into himself

   D. School environment which is overcompetitive for goals deemed unimportant by the gifted student--e.g., competition for grades or other rewards extrinsic to the subject matter; student therefore underachieves by school standards

6. Environmental - home

   A. A home situation affording little enrichment or stimulation

   B. Parental attitude toward education demonstrating rejection, indifference, or over-concern

7. Economic

   A. Residence in a depressed economic area or in one with high concentration of poverty

   B. Low family income--dependent on outside help

   C. Large family living at subsistence level

   D. Pupil employment necessary to maintain family

   E. Inability to afford books and other reading materials or to provide varied experience outside the home

SOURCE: Handbook for IGNITE Program. Dearborn Public Schools, Division of Instructional Services, Dearborn, MI 48124, 1978.

"Your greatest contribution to mankind is to be sure there is a teacher in every classroom who cares that every student, every day, learns and grows and feels like a real human being."

---Unknown

"Gifted education's most valuable resource is its teachers. Successful programs have shown that special preparation of teachers is mandatory if they are to exhibit certain attitudes and behaviors that stimulate, cultivate, and encourage gifted behavior. Research shows that teachers who have had such preparation tend to be more sympathetic toward the gifted and talented and provide them with more appropriate learning experiences which challenge their abilities."

SOURCE: Project PROMISE: A Handbook for Administrators. Richland County Public Schools Talented and Gifted Programs, 1980. Susan Cooper, TAG Coordinator, Richland County Public Schools, 50 Park Avenue East, Mansfield, OH 44902. PERMISSION GRANTED.

TEACHERS OF GIFTED

CARING
RESOURCEFUL
ENTHUSIASTIC
ACCEPTING
THOUGHTFUL
INDUSTRIOUS
VIGOROUS
ENCOURAGING

TRUSTING
ENERGETIC
ABLE IN MANY AREAS
CONTINUING OWN EDUCATION
HUMOR, SENSE OF
ENJOYS TEACHING
RAPPORT-BUILDER
SENSITIVE

* * *

ORIGINAL IDEAS
FLEXIBLE

TALENTED
HEALTHY
EDUCATED "WIDELY"

GROWING IN KNOWLEDGE, WITH STUDENTS
INTELLIGENT (NOT "INTELLECTUAL")
FIRM, BUT FAIR
TASTE FOR LEARNING
EGO-STRENGTH, NOT THREATENED BY STUDENTS' KNOWLEDGE AND/OR ABILITIES
DEDICATED

--*LaVeta Higgs Price*

TEACHERS OF GIFTED AND TALENTED STUDENTS

According to information from Joyce E. Juntune, Executive Director of the National Association for Gifted Children, a most important element in any program for gifted and talented children is a staff development plan for all teachers, as well as intensive staff development for teachers involved in direct services to the gifted and talented students. She emphasizes that "Staff development plans need a design that provides for an awareness to the need followed by specific 'hands-on' ideas that teachers can use to build the higher level thinking skills." The next step is that teachers will "see how these ideas become an extension of the content areas and may replace regular activities for the gifted and talented." (Emphasis added)

Juntune points out that some of the things teachers working directly with the gifted and talented need to know are (1) how to successfully facilitate independent study, (2) how to set up mentorships, (3) how to work with a gifted child's individual strengths and weaknesses, and (4) how to conduct (facilitate) discussion/support groups for gifted and talented students.

There are many knowledgeable consultants available to work with school districts in these areas. Names and addresses of some "expert" consultants in educating gifted and talented children and youth are given on the following pages.

SOURCE: Joyce E. Juntune, Executive Director, National Association For Gifted Children, 2070 County Road H, St. Paul, Minnesota 55112. PERMISSION GRANTED.

Dr. Linda Addison
Howard University
School of Education
Washington, D. C. 20059

Joyce Van Tassel-Baska
Area Service Center
21244 Illinois Street
Matteson, IL 60443

Dr. Carolyn Callahan
140 Ruffner Hall
University of Virginia
Charlottesville, VA 22903

Dr. Barbara Clark
Department of Special Education
California State University
5151 State University Drive
Los Angeles, CA 90032
(213) 224-3711

Dr. Nicholas Collangelo
Division of Counselor Education
W-111 East Hall
The University of Iowa
Iowa City, IA 52242

Dr. Anne B. Crabbe
Box 94987
301 Centennial Mall South
Lincoln, NE 68509
(402) 471-2446

Dr. Clifford Curl
Arch Ford Education Building
Little Rock, Arkansas 72201
(501) 371-2161

James Delisle
Bureau of Educational Research
Box U-4
University of Connecticut
Storrs, CT 06268

Dr. John Feldhusen
Gifted Education Resource Inst.
Purdue University, SCC-G
W. Lafayette, IN 47906
(317) 749-2734

Dr. Lynn Fox
Psychology
Johns Hopkins University
Baltimore, MD 21218
(301) 338-8276

Dr. James Gallagher
Frank P. Graham Child Development Center
Highway 54 Bypass West 071A
Chapel Hill, NC 27514

Gina Ginsberg-Riggs
Gifted Child Society, Inc.
59 Glen Gray Road
Oakland, NJ 07436

Dr. Reva Jenkins
Department of Educational Psychology
University of Kansas
Bailey Hall
Lawrence, KS 66044
(913) 864-4526

Barbara Jones
Division of Special Education
Department of Education
Building B, Unit 6, Room 315
Capital
Charleston, W VA 25305
(304) 348-2034

Joyce E. Juntune
Executive Director
National Association for Gifted Children
2070 County Road H
St. Paul, MN 55112
(612) 784-3475

Leadership Training Institute
(Jim Curry, Irving Sato, Sandra Kaplan)
Suite PH-C
316 W. Second Street
Los Angeles, CA 90012
(213) 489-7470

Dr. June Maker
Department of Special Education
University of New Mexico
Albuquerque, NM 87131
(505) 292-2659

Dr. Charlotte Malone
The Rhoades School
2210 D. Encinitas Blvd.
Encinitas, CA 92024
(714) 436-1102

Dr. Mary Meeker
S.O.I. Institute
343 Richmond Street
El Segundo, CA 90245
(213) 322-5995

Barbara Mosher
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(717) 263-3920

Dr. Bill Nash
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(713) 845-1831

Dr. Barbara Pilon
266 Old Pickard Road
Concord, MA 01742

Dr. Joseph Renzulli
Bureau of Educational Research
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University of Connecticut
Storrs, CT 06268
(203) 486-4531

Dr. E. Susanne Richert
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207 Delsea Drive
RD 4, Box 209
Sewell, NJ 08080
(609) 228-6000

Dr. Hal Robinson
Child Development Research Group
University of Washington
Gutherie Annex 11, N20
Seattle, WA 98195
(206) 543-4160

Dr. Dorothy Sisk
FAO 163
University of South Florida
Tampa, FL 33620
(813) 974-2100 ext. 241

Dr. Roger Taylor
P. O. Box 1023
Oak Brook, IL 60521
(312) 852-8873

Dr. Donald Treffinger
219 Chase Hall
SUCB
1300 Elmwood Avenue
Buffalo, NY 14229
(716) 878-6221

Dr. Bill Vassar
Consultant, Gifted/Talented
State Department of Education
P. O. Box 2219
Hartford, CT 06115
(203) 566-3444

Dr. Frank Williams
3236 N. E. Douglas
Newport, Oregon 97365

STRATEGIES FOR INSTRUCTION

Strategies for Instruction may include the following:

- on-campus or off-campus learning experiences
- differentiated staffing
- individualized instructional programs tailored to meet specific needs of gifted and talented students
- educational and career counseling
- variations in the evaluation and reporting of student progress
- variation of methods of earning credit
- independent study
- opportunities for competition in national awards or recognition
- early college entrance programs
- year abroad programs (or summer programs)
- multi-level groupings
- work-study programs and apprentice opportunities
- college courses on high school campus
- seminars, local or regional
- opportunities and contacts with persons in areas such as performing and visual arts, creativity, artistic talents, and manual dexterity
- unique ways for students to make contacts in a special field of interest or career area
- opportunities to prepare critiques or make judgments based on standards or criteria within the student's special interest area

SOURCE: State Plan for the Education of the Gifted and Talented. Texas Education Agency, 201 East 11th Street, Austin, TX 78701. Ann G. Shaw, Program Director, Gifted/Talented Students. PERMISSION GRANTED.

TEACHER'S SELF-PERCEPTION CHECKLIST

Listed below are several specific illustrations of how a teacher and student might relate to one another. Go through the list and indicate the extent of the practice in your class(es).

4 = I use this practice regularly.

3 = There are times when I will not use or allow this practice.

2 = I seldom use this practice.

1 = I do not use this practice, but have observed others using it.

0 = I have never used or observed this practice.

_____ 1. Students can be absent from class one or more days for unexcused reasons for which I give no punishment, such as extra work. In addition, I do not require make-up work except as the student wants to do it.

_____ 2. A student need only finish those assignments that he wishes to do if he has other work to do that is important to him.

_____ 3. I give students a series of assignments and let each one decide how fast he will do them.

_____ 4. I will allow students to substitute assignments of their own for mine.

_____ 5. I give a semester exam on the first day (or week) of the class, assign grades, and then let each student decide whether he wants to study to improve his grade for a later administration of the exam (the same one or an equivalent test).

_____ 6. I let students take examinations any time they say they are ready.

_____ 7. When students don't give themselves assignments, I set aside class time to discuss how they feel about "goofing off."

_____ 8. Students are made to feel free to talk about their true views of my assignments and other expectations I have of them.

_____ 9. I leave the classroom regularly, knowing that the students will go at their work in the same manner as when I am present.

_____ 10. I encourage the students to visit other classrooms and have conferences with other teachers to the extent my colleagues will agree to it.

_____ 11. I make arrangements for students to leave the school building to carry out assignments at other locations and with non-educators.

_____ 12. I set specific standards for grades in the class and let students try in as many times and in as many ways as possible to raise the grade within the limits of time available.

_____ 13. I give checklists to students to describe my teaching. I let them collect and tabulate the results, and then discuss the results with them.

_____ 14. Students are given the responsibility for establishing criteria to judge their products and projects, and for selecting the judges to apply the criteria.

_____ 15. I join other teachers to discuss openly and honestly my own feelings about students, while in a seminar or similar group set up for that purpose.

_____ 16. I set up a place (such as a file) where students keep records of themselves.

_____ 17. I encourage students to keep records of themselves that are strictly privileged information--that is, the records are not open to inspection by anyone unless given approval by the student.

_____ 18. I have each student conduct a conference with his parents showing the parents only what he desires of his school work and accomplishments.

_____ 19. I use role playing in the classroom, with students playing roles of persons they know, such as siblings of friends or near adults.

_____ 20. I will help a student find any information he wants about himself to the extent of my knowledge or abilities, and within any legal or moral limits of my community. Examples would be perceptions of his peers or scores on intelligence tests.

_____ 21. I have asked my students through anonymous feedback whether they trust me.

_____ 22. I set up procedures whereby students can interview each other and others outside of the class.

_____ 23. I will tell students when I feel sad or like crying; on occasion, I have cried in the classroom, such as during a sad movie.

_____ 24. I will answer any question a student asks of me or give him the reason why I cannot or will not give the answer.

_____ 25. I have planned a lesson or a whole school day during which I would give out no punishment of any kind, including grades, frowns, a "cold shoulder" or other more subtle forms of rejection.

_____ 26. I have used a major examination in which every question allowed for more than one acceptable answer.

_____ 27. I have given a task to my class (such as an examination or a project) which was to be graded and told the students they could use any method to get the task done as long as it did not impinge on the rights of others. In effect, they were told all approaches usually called "cheating" were acceptable, such as working together.

_____ 28. I plan lessons in which I expose students to an experience or a series of facts and ask them to figure out the relationships or meaning. (This is sometimes called "inductive" teaching.)

_____ 29. I ask students to "brainstorm" solutions to problems they have defined, to evaluate the proposed solutions, and then to try out the selected solution(s).

_____ 30. I have students prepare final examination questions.

_____ 31. I have students prepare a lecture which is later critiqued by the class for content.

_____ 32. I give exams during which each student may use any resource he might bring to class, except he is not allowed to talk to other students.

_____ 33. I will let students, within specified time periods, talk about any controversial issue they choose, with me not revealing my position but actively helping the students to understand each other by techniques such as having the first student restate a position of a second student; the second student then telling the first if he had been a good listener.

_____ 34. I break the class into two groups, one group serving as the observers of the second to watch for illogical thinking or unwarranted conclusions. Later, the groups discuss the observations, and then reverse roles.

_____ 35. I arrange for students to work with adults while pursuing a mutual intellectual interest, such as drug use or environmental pollution.

SOURCE: Vermilion Parish Pilot Gifted Program, Application for Operational Grant (P.L. 93-380 Title IV Part C). Vermilion Parish School Board, P. O. Drawer 520, Abbeville, LA 70510. Earl J. Comeaux, Supervisor. PERMISSION GRANTED.

As educators who consider the development of the whole child, we want to bring about motivated, self-actualized individuals who have realistic and positive self-concepts. Let us look, through idiomatic symbolism, at the mold we make for students.

As soon as he is dry behind the ears
we encourage him to lend an ear,
keep his eyes peeled, and
rack his brain in order to
be head over heels at becoming the best he can be
By keeping his chin up and
his shoulder to the wheel,
he learns that he will become the apple of many eyes!

Some may drag their feet in the process of reaching
established goals when, in actuality,
they would really give their right arm,
to succeed just by the skin of their teeth.

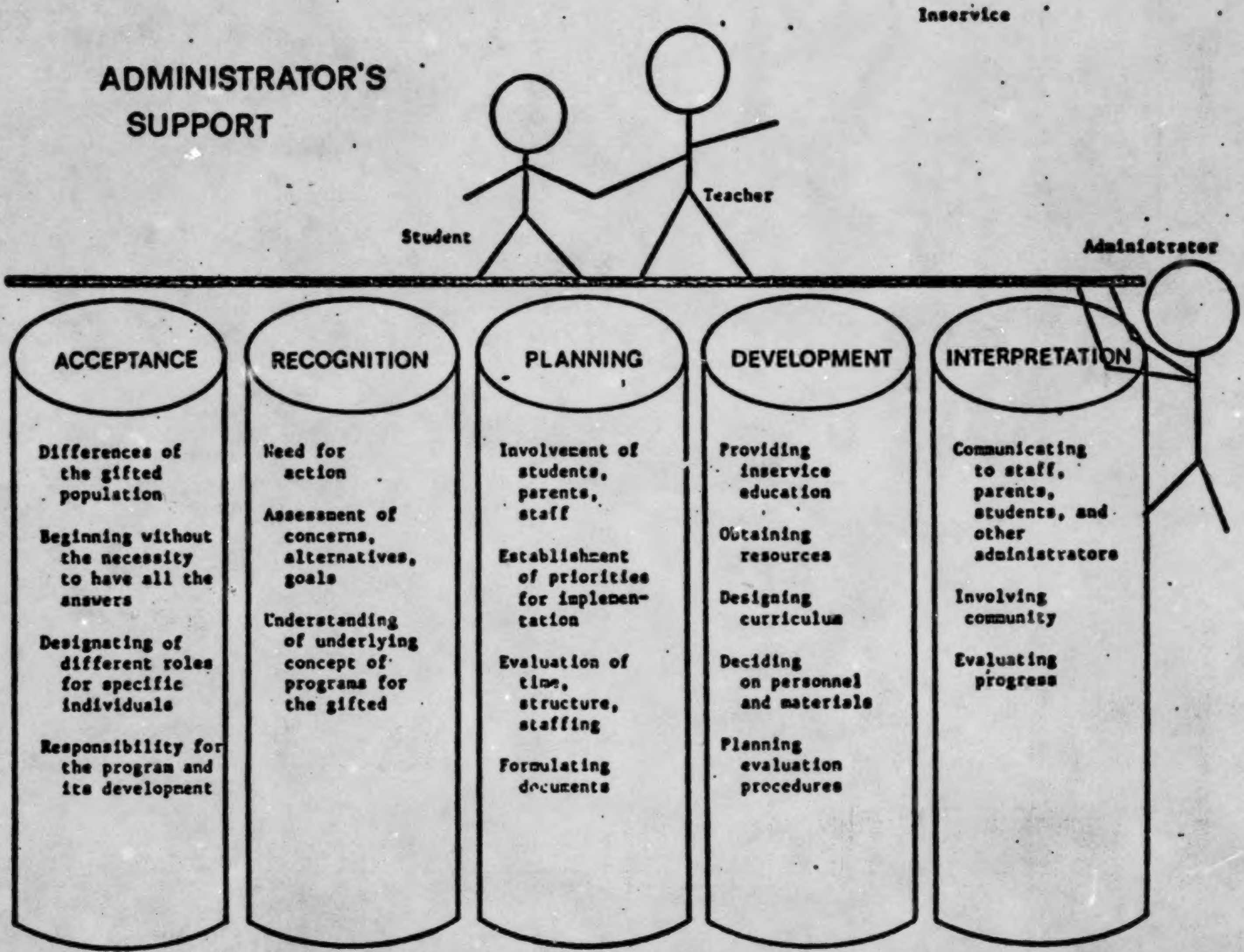
It's easy for many students to toe the mark,
put their best foot forward, and
shake a leg in order
to win hands down.

But if the shoe is on the other foot and
the child is caught flat-footed in his efforts to
live up to goals and expectations,
let's remember to have a heart and
not lose our heads
or jump out of our skin
when we find youngsters who need individualized motivation.

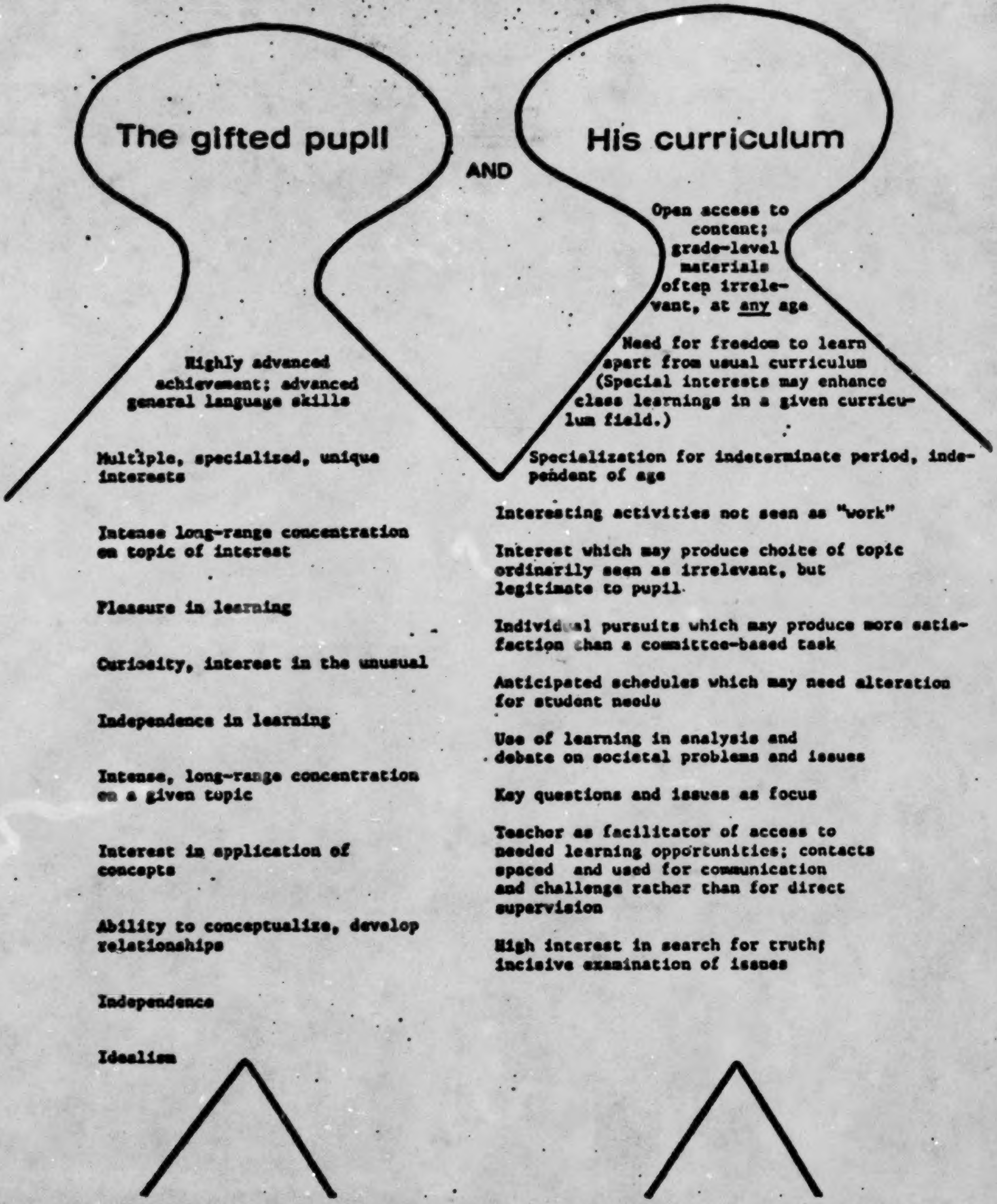
---Johamer Barker, Counselor
Broadmoor Junior High School

SOURCE: Louisiana Reading Association, Louisiana Reading Teacher, Vol. 3 No. 2, Spring 1980, page 32.

ADMINISTRATOR'S SUPPORT


Inservice
Student
Teacher
Administrator
ACCEPTANCE
Differences of the gifted population
Beginning without the necessity to have all the answers
Designating of different roles for specific individuals
Responsibility for the program and its development
RECOGNITION
Need for action
Assessment of concerns, alternatives, goals
Understanding of underlying concept of programs for the gifted
PLANNING
Involvement of students, parents, staff
Establishment of priorities for implementation
Evaluation of time, structure, staffing
Formulating documents
DEVELOPMENT
Providing inservice education
Obtaining resources
Designing curriculum
Deciding on personnel and materials
Planning evaluation procedures
INTERPRETATION
Communicating to staff, parents, students, and other administrators
Involving community
Evaluating progress

SOURCE: *Project PROMISE: A Handbook for Administrators.* Richland County Public Schools Talented and Gifted Programs, 1980, page 74. Susan Cooper, TAG Coordinator, Richland County Public Schools, 50 Park Avenue East, Mansfield, OH 44902. PERMISSION GRANTED.



The gifted pupil AND His curriculum

Highly advanced achievement; advanced general language skills

Multiple, specialized, unique interests

Intense long-range concentration on topic of interest

Pleasure in learning

Curiosity, interest in the unusual

Independence in learning

Intense, long-range concentration on a given topic

Interest in application of concepts

Ability to conceptualize, develop relationships

Independence

Idealism

Open access to content; grade-level materials often irrelevant, at any age

Need for freedom to learn apart from usual curriculum (Special interests may enhance class learnings in a given curriculum field.)

Specialization for indeterminate period, independent of age

Interesting activities not seen as "work"

Interest which may produce choice of topic ordinarily seen as irrelevant, but legitimate to pupil

Individual pursuits which may produce more satisfaction than a committee-based task

Anticipated schedules which may need alteration for student needs

Use of learning in analysis and debate on societal problems and issues

Key questions and issues as focus

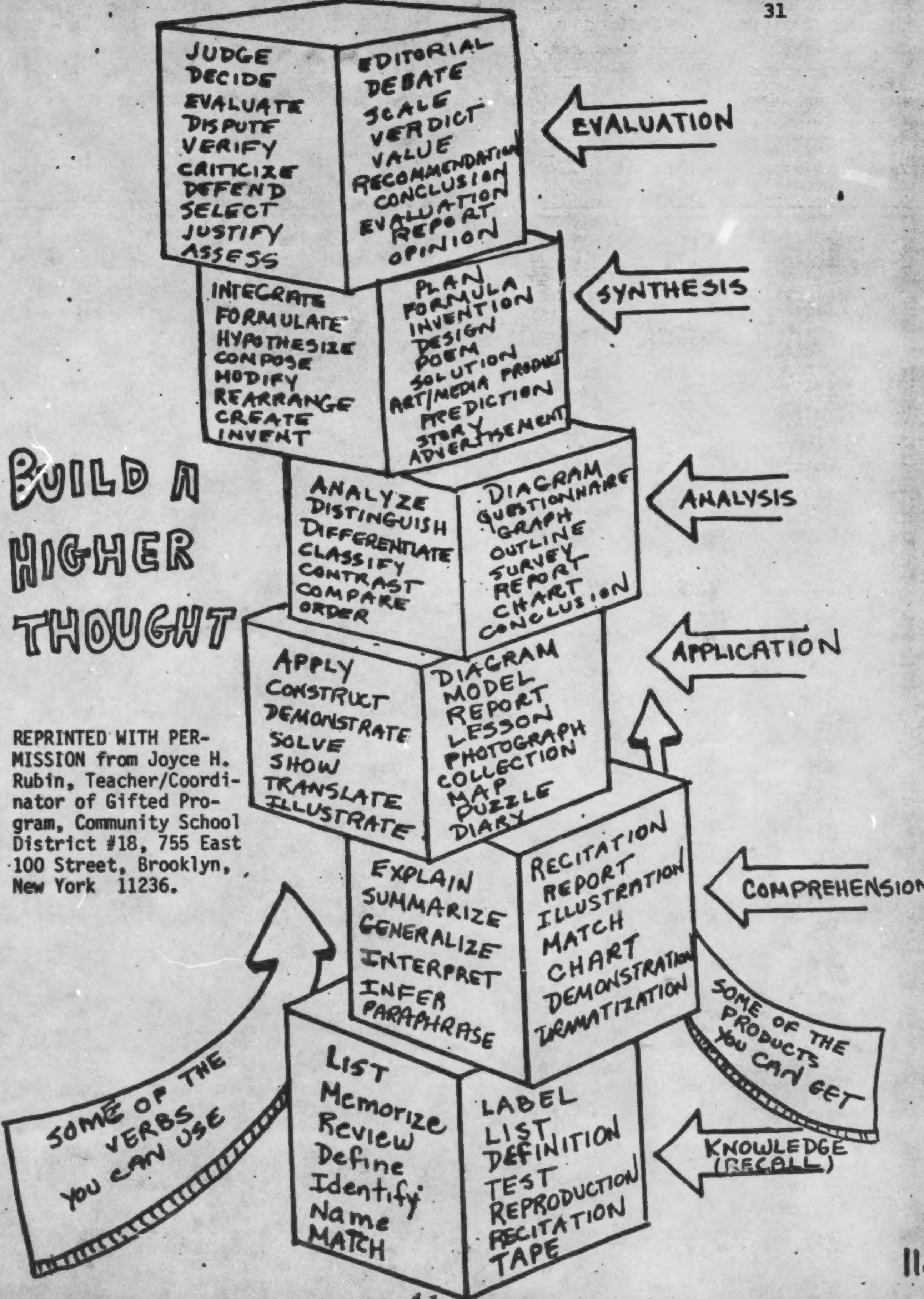
Teacher as facilitator of access to needed learning opportunities; contacts spaced and used for communication and challenge rather than for direct supervision

High interest in search for truth; incisive examination of issues

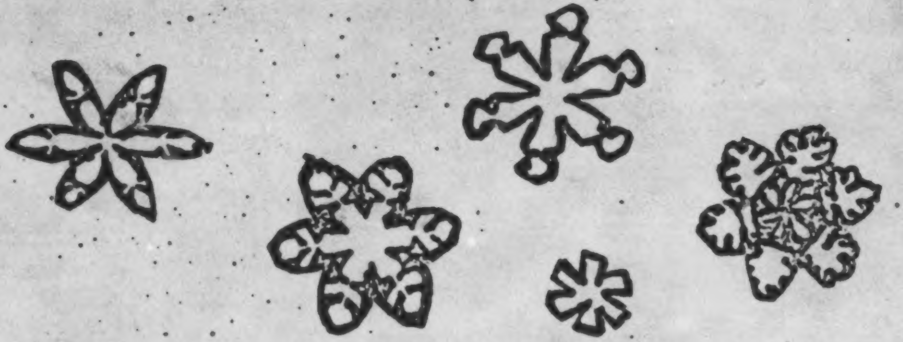
SOURCE: Project PROMISE: A Handbook for Administrators, page 324. Richland County Public Schools Talented and Gifted Programs, 1980. Susan Cooper, TAG Coordinator, Richland County Public Schools, 50 Park Avenue East, Mansfield, OH 44902. PERMISSION GRANTED.

Adapted from 1977 Claremont Educational Resources

BUILD A HIGHER THOUGHT


JUDGE
DECIDE
EVALUATE
DISPUTE
VERIFY
CRITICIZE
DEFEND
SELECT
JUSTIFY
ASSESS
EDITORIAL
DEBATE
SCALE
VERDICT
VALUE
RECOMMENDATION
CONCLUSION
EVALUATION
REPORT
OPINION
EVALUATION
INTEGRATE
FORMULATE
HYPOTHESIZE
COMPOSE
MODIFY
REARRANGE
CREATE
INVENT
PLAN
FORMULA
INVENTION
DESIGN
POEM
SOLUTION
ART/MEDIA PRODUCT
PREDICTION
STORY
ADVERTISEMENT
SYNTHESIS
ANALYZE
DISTINGUISH
DIFFERENTIATE
CLASSIFY
CONTRAST
COMPARE
ORDER
DIAGRAM
QUESTIONNAIRE
GRAPH
OUTLINE
SURVEY
REPORT
CHART
CONCLUSION
ANALYSIS
APPLY
CONSTRUCT
DEMONSTRATE
SOLVE
SHOW
TRANSLATE
ILLUSTRATE
DIAGRAM
MODEL
REPORT
LESSON
PHOTOGRAPH
COLLECTION
MAP
PUZZLE
DIARY
APPLICATION
EXPLAIN
SUMMARIZE
GENERALIZE
INTERPRET
INFER
PARAPHRASE
RECITATION
REPORT
ILLUSTRATION
MATCH
CHART
DEMONSTRATION
DRAMATIZATION
COMPREHENSION
LIST
Memorize
Review
Define
Identify
Name
MATCH
LABEL
LIST
DEFINITION
TEST
REPRODUCTION
RECITATION
TAPE
KNOWLEDGE (RECALL)
SOME OF THE VERBS YOU CAN USE
SOME OF THE PRODUCTS YOU CAN GET

REPRINTED WITH PERMISSION from Joyce H. Rubin, Teacher/Coordinator of Gifted Program, Community School District #18, 755 East 100 Street, Brooklyn, New York 11236.



"I know my child is gifted," said one wise parent, "but he is first of all a child." This parent recognized the child's need for play and outdoor exercise, for creative activities, and for relationships with other children, as well as for intellectual opportunities. Emotional development takes time; the gifted child often progresses more slowly in emotional than in intellectual development. In mechanical things, too, the gifted child may become impatient with his relatively slower progress, although he may be average or even superior in eye-hand coordination as compared with other children. The wise parent recognizes that a bright child has emotional, social, and physical needs, just as other children do; he is concerned with all the interrelated aspects of his child's development.

--Ruth Strang

SOURCE: Strang, Ruth. Guideposts for Parents of Gifted Children. New York: Bureau of Publication, Teachers College, Columbia University, 1956, p. 1.

ARE YOU A GIFTED PARENT

1. Do you answer your child's questions with patience and good humor?

2. Do you take advantage of his questions and expressions of interest to guide him into further learning and explorations?

3. Do you help him develop physical and social skills as carefully as you encourage mental growth?

4. Do you help him learn how to get along with children of all levels of intelligence?

5. Do you avoid comparing him with his brothers and sisters or his companions?

6. Do you show him that he is loved for his own sake and not for his intellectual achievement?

7. Do you set reasonable standards of behavior for your child and then see that he meets them?

8. Do you provide early opportunities for decision-making by your child, with follow-up of learning to evaluate decisions after carrying out whatever action was taken?

9. Do you try to find something specific to praise when he shows you his work? (A generalized compliment means little to gifted children.)

10. Do you help him find worthwhile and challenging reading materials and television programs?

11. Do you provide hobby materials and books?

12. Do you find places where he can study and work at his hobbies?

13. Do you provide a place to display his work?

14. Do you let him learn about and share in some of your hobbies and interests?

15. Do you take him on trips to points of interest?

16. Do you enable him to take advantage of lessons and activities offered by private groups or community organizations?

17. Do you teach him how to budget his time, organize his work, and improve his study habits?

18. Do you help him make his own plans and decisions?

19. Do you give him increasing independence as his ability to handle responsibility increases?

20. Do you give him household responsibilities and other tasks suitable to his age level?

21. Do you avoid overstressing intellectual achievements?

22. Do you avoid pushing him by not being unreasonably demanding about after-school lessons or activities?

23. Do you resist the impulse to show him off?

24. Do you resist any temptation to exploit him?

25. Do you teach him to use his gifts for the benefit of society as well as for himself?

26. Do you encourage him to set high educational and vocational goals?

27. Do you refrain from trying to pick his vocation for him, but try to help him learn about as many occupations as possible?

28. Do your expressions of attitude and your behavior set the example you want him to follow?

29. Do you speak as properly as you want him to?

From Pennsylvania Department of Education's A Guide for Parents: Mentally Gifted Children and Youth, 1973.

SOURCE: Enrichment Program, Mantua Township Public Schools. Mantua Township Board of Education, Dr. H. Simmerman Bldg., Box 39, R. R. #2, Main Street, Sewell, NJ 08080. PERMISSION GRANTED.

SOME SUGGESTIONS FOR PARENTS OF GIFTED CHILDREN

1. They are still children. They need love but controls; attention and discipline; parental involvement plus training in self-reliance and independence.

2. Emphasis on early verbal expression, reading, discussing ideas in the presence of children, poetry and music are all valuable. Parents should read to children.

3. Parents can see to it that the gifted child age six or above has a playmate who is also able, even if he has to be "imported" from some distance.

4. Parents should show initiative in taking able children to museums, art galleries, educational institutions and other historical places where various collections may stimulate and enhance background learning.

5. Parents should be especially careful not to "shut up" the gifted child who asks questions. Sometimes questions should not be answered completely; but the reply should itself be a question which sends the child into some larger direction. When the parent cannot answer the question, he should direct the child to a resource which can.

6. Though the gifted child usually has a wide, versatile range of interests, he may be somewhat less able to concentrate on one area for a long time. Parents should encourage children who have hobbies to follow through on them.

7. Parents should avoid direct, indirect, or unspoken attitudes that fantasy, originality, unusual questions, imaginary playmates or out-of-the-ordinary mental processes on the part of the child are bad, "different", or to be discouraged. Instead of laughing at the child, laugh with him and seek to develop his sense of humor.

8. Parents should avoid overstructuring children's lives so that they don't have any free time. Sometimes parents are concerned that gifted children spend some time in watching TV or reading comic books. While they should not spend all their time in doing so, they cannot be expected to perform at top capacity at all times.

9. Respect the child and his knowledge, which sometimes may be better than your own, or impatient of authority. Do not presume on your authority as a parent except in crises. Allow much liberty on unimportant issues. Try to give him general instructions to carry out in his way rather than specific commands to carry out in yours.

10. Whenever possible talk things out with him where there has been a disciplinary lapse. He is much more amenable to rational argument than are many children and usually has a well-developed sense of duty.

11. Take time to be with him, to listen to what he has to say, to discuss ideas with him.

12. Be a good example yourself, and try to find worthwhile adult model figures of both sexes outside his family for him to know.

13. Support the school efforts to plan for able children. Support study groups on gifted children. Form with other parents into cooperative endeavors.

SOURCE: Enrichment Program, Mantua Township Public Schools. Mantua Township Board of Education, Dr. H. Simmerman Bldg., Box 39, R.R. #2, Main Street, Sewell, NJ 08080. PERMISSION GRANTED.

NATIONAL INFORMATION SOURCES FOR GIFTED AND TALENTED

The American Association for the Gifted
15 Grammercy Park
New York, NY 10003
(212) 473-4266

The Association for the Gifted (TAG)
The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091
(703) 620-3660
(800) 336-3728 (toll free)

James R. Frazier
U. S. Office of Education
Regional Office
1114 Commerce Street
Dallas, TX 75202
(214) 749-2634

The Gifted Child Research Institute
300 West 55th Street
New York, NY 10019
(212) 541-7059

Gifted/Creative/Talented
Box 66654
Mobile, AL 36606

Harold C. Lyon, Jr., Director
Office of Gifted and Talented
U. S. Dept. of Education
400 Maryland Avenue, S. W.
Washington, D. C. 20202
(202) 245-2481

National Association for Gifted Children
Route 5, Box 630-A
Hot Springs, AR 71901
(501) 767-2669
(Publishes The Gifted Child Quarterly)

National/State Leadership Training Institute
on the Gifted and Talented
316 West Second Street
Suite PH-C
Los Angeles, CA 90012
(213) 489-7470

STATE DEPARTMENTS OF EDUCATION INFORMATION SOURCES

ALABAMA

Program Director
Gifted and Talented
Program for Exceptional
Children and Youth
868 State Office Building
Montgomery, AL 36130
(205) 832-3230

ALASKA

Program Director
Gifted and Talented
Office for Exceptional Children
State Dept. of Education
Pouch F - Alaska Office Bldg
Juneau, AK 99811
(907) 465-2970

AMERICAN SAMOA

Program Director
Gifted and Talented
Dept. of Special Education
Pago Pago, American Samoa 96799
Overseas Op. 633-2435

ARIZONA

Program Director
Gifted and Talented
State Dept. of Education
1535 West Jefferson, Box
Phoenix, AZ 85007
(602) 255-5008

ARKANSAS

Program Director
Gifted and Talented
Special Education Section
Arch Ford Education Building
Little Rock, AR 72201
(501) 371-2161

CALIFORNIA (SOUTHERN)

Program Director
Gifted and Talented Education
State Dept. of Education
721 Capitol Mall
Sacramento, CA 95814
(916) 322-5954

CALIFORNIA (NORTHERN)

Program Director
Gifted and Talented
N. California Dept. of Education
721 Capitol Mall, Room 641
Sacramento, CA 95814
(916) 322-3776

COLORADO

Program Director
Gifted and Talented Student Programs
School Improvement and Leadership Unit
State Dept of Education
201 East Colfax
Denver, CO 80203
(303) 839-2111

CONNECTICUT

Program Director
Gifted and Talented
State Dept of Education
P. O. Box 2219
Hartford, CT 06115
(203) 566-3444

DELAWARE

Program Director
Gifted and Talented
Dept of Public Instruction
The Townsend Building
Dover, DE 19001
(302) 678-4888

DISTRICT OF COLUMBIA

Program Director
Gifted and Talented
Seaton Elem School, Rm 311-A
10th and Rhode Island Ave, N.W.
Washington, D.C. 20001
(202) 673-7054

FLORIDA

Program Director
Gifted and Talented
State Dept of Education
319 Knott Building
Tallahassee, FL 32301
(904) 488-3103

GEORGIA
Program Director
Programs for Gifted & Talented
State Dept of Education
State Office Bldg
Atlanta, GA 30334
(404) 656-2425

GUAM

Program Director
Gifted and Talented
Dept of Education
Box DE
Agana, Guam 96910
Overseas OP 772-8418

HAWAII

Program Director
Gifted and Talented
Office of Instructional Services
Special Needs Branch of
Exceptional Children Section
1270 Queen Emma St, Room 805
Honolulu, HI 96813
(808) 548-6923

IDAHO

Program Director
Gifted and Talented
State Dept of Education
Len B Jordan Building
Boise, ID 83720
(208) 334-3940

ILLINOIS

Program Director
Gifted Program Unit
Illinois State Bd of Education
100 N First Street
Springfield, IL 62777
(217) 782-6601

INDIANA

Program Director
Gifted and Talented
Division of Curriculum
State Dept of Public Instruction
State House, Room 229
Indianapolis, IN 46204
(317) 927-0111

IOWA

Program Director
Gifted and Talented Education
Dept of Public Instruction
Grimes State Office Bldg
East 14th and Grand Ave
Des Moines, IA 50319
(515) 281-3264

KANSAS

Program Director
Gifted and Talented Program
Kansas Dept of Education
120 E 10th Street
Topeka, KS 66612
(913) 296-4944

KENTUCKY

Program Director
Gifted and Talented
Bureau of Instruction
State Dept of Education
1809 Capitol Plaza Tower
Frankfort, KY 40601
(502) 564-4744

LOUISIANA

Program Director
Gifted and Talented Services
State Dept of Education
P O Box 44064
Baton Rouge, LA 70804
(504) 342-3636

MAINE

Program Director
Gifted and Talented
Dep of Educational and
Cultural Services
State House Station 23
Augusta, ME 04333
(207) 289-3451

MARSHALL ISLANDS TRUST TERRITORY

Program Director
Leadership Training Center for Gifted
and Talented Education
Trust Territory, Pacific Islands
Ebeye, Marshall Islands
P. O. Box 1748
APO San Francisco, CA 96555
(808) 422-8974

MARYLAND

Program Director
Gifted and Talented Education
Division of Instruction
Dept of Education
P. O. Box 8717
B.W.I. Airport
Baltimore, MD 21240
(301) 796-8300

MASSACHUSETTS

Program Director
Gifted and Talented
Department of Education
31 St. James Ave
Boston, MA 02116
(617)727-5756

MICHIGAN

Program Director
Gifted and Talented
State Dept of Education
P. O. Box 30008
Lansing, MI 48909
(517)373-8793

MINNESOTA

Program Director
Gifted and Talented
State Dept of Education
641 Capitol Square
St Paul, MN 55101
(612) 296-4072

MISSISSIPPI

Program Director
Gifted and Talented
Division of Special Education
State Dept of Education
P O Box 771
Jackson, MS 39205
(601) 354-6950

MISSOURI

Program Director
Gifted and Talented
Department of Elementary and
Secondary Education
P O Box 480
Jefferson City, MO 65102
(314) 751-2453

MONTANA

Program Director
Gifted and Talented
Office of Public Instruction
State Capitol
Helena, MT 59601
(406) 449-3116

NEBRASKA

Program Director
Gifted and Talented
State Dept of Education
301 Centennial Mall South
Lincoln, NE 68509
(402) 471-2446

NEVADA

Program Director
Gifted and Talented
Division of Special Education
Dept of Education
400 W King Street
Carson City, NV 89710
(702) 885-5700

NEW HAMPSHIRE

Program Director
Special Education Section
Division of Vocational Education
State Dept of Education
105 Loudon Rd, Bldg #4
Concord, NH 03301
(603) 271-3741

NEW JERSEY

Program Director
Gifted and Talented
Division of Special Education
State Dept of Education
225 West State Street
Trenton, NJ 08625
(609) 292-7602

NEW MEXICO

Program Director
Gifted and Talented
Division of Special Education
Education Bldg, Room 125
State Dept of Education
Santa Fe, NM 87503
(505) 827-2793

NEW YORK

Program Director
Gifted and Talented
320-A, Main Building
Dept of Education
Albany, NY 12234
(518) 474-4973

NORTH CAROLINA

Program Director
Gifted and Talented Section
Dept of Public Instruction
Education Building
Raleigh, NC 27611
(919) 733-3004

NORTH DAKOTA

Program Director
Gifted and Talented Programs
State Dept of Public Instruction
State Capitol
Bismarck, ND 58505

OHIO

Program Director
Gifted and Talented Division
of Special Education
Dept of Education
933 High Street
Worthington, OH 43085
(614) 466-8854

OKLAHOMA

Program Director
Gifted and Talented
State Dept of Education
2500 N Lincoln Blvd
Hodge Bldg, Suite 386
Oklahoma City, OK 71305
(405) 521-3361

OREGON

Program Director
Gifted and Talented
State Dept of Education
700 Pringle Parkway SE
Salem, OR 97310
(503) 378-8460

PENNSYLVANIA

Program Director
Gifted and Talented
Bureau of Special Education
State Dept of Education
333 Market Street
Harrisburg, PA 17126
(717) 783-6887

PUERTO RICO

Program Director
Gifted and Talented
Office of External Services
Dept of Education
Hato Rey, Puerto Rico 00924
(809) 754-1100

RHODE ISLAND

Program Director
Gifted and Talented
State Dept of Education
CIC Building
235 Promenade Street
Providence, RI 23908
(401) 277-2821

SAIPAN, MARIANNA ISLANDS

Program Director
Gifted and Talented
Trust Territories of Pacific Islands
Saipan, Marianna Islands 96950

SOUTH CAROLINA

Program Director
Gifted and Talented
State Dept of Education
Rutledge Bldg, Room 803
1429 Senate Street
Columbia, SC 29201
(803) 758-2652

SOUTH DAKOTA

Program Director
Gifted and Talented Division of
Elementary and Secondary Education
Kneip Bldg., Church Street
Pierre, SD 57501
(605) 773-3678

TENNESSEE

Program Director
Gifted and Talented
State Dept of Education
116 Cordell Hull Bldg
Nashville, TN 37219
(615) 741-1885

TEXAS

Program Director
Gifted and Talented Education Program
Texas Education Agency
201 East 11th Street
Austin, TX 78701
(512) 475-6582

UTAH

Program Director
Gifted and Talented Programs
250 East South Street
Salt Lake City, UT 84111
(801) 533-5061

VERMONT

Program Director
Gifted and Talented
State Dept of Education
Montpelier, VT 05602
(802) 828-3111

VIRGINIA

Program Director
Special Programs for Gifted
and Talented
State Dept of Education
Richmond, VA 23216
(804) 786-3117

VIRGIN ISLANDS

Program Director
Gifted and Talented
Special Education Division
Dept of Education
Box 630, Charlottee Amalie
St. Thomas, Virgin Islands 00801
(809) 774-4399

WASHINGTON

Program Director
Gifted and Talented
Division of Special Services
Office of the Superintendent
of Public Instruction
Old Capitol Building
Olympia, WA 98504
(206) 753-1140

WEST VIRGINIA

Program Director
Gifted and Talented
Division of Special Education
Capitol Complex Building #6
Room B-315
Charleston, WV 25305
(304) 348-8830

WISCONSIN

Program Director
Gifted and Talented
Dept of Public Instruction
126 Langdon Street
Madison, WI 53702
(608) 266-3560

WYOMING

Program Director
Gifted and Talented Programs
Dept of Education
Hathaway Building
Cheyenne, WY 82002
(307) 777-7411

GENERAL SOURCES FOR INFORMATION

The United States Government Printing Office is a very good source for information on almost anything. Write for the "Subject Bibliography Index," from which you select the topics you are interested in, and they will send a listing of the publications and a price list. (The prices are very reasonable.)

Address: United States Government Printing Office
Superintendent of Documents
Washington, D. C. 20402

A catalog of free or low-cost government publications containing useful information for consumers, homeowners, parents, and students is available from United States Congressmen. Request one from your district congressmen.

Some of the topics included in the 1980 issue of the catalog are:

Automobiles, Children, Employment and Education, Food, Gardening, Health, Housing, Money Management, Travel and Hobbies, and

Other Publications, covering such topics as:

Endangered Species, Federal Benefits for Veterans and Dependents, Federal Information Centers, General Information Concerning Patents, Hazardous Waste: Everybody's Problem, Keeping Your Pet Healthy, Removing Stains From Fabrics, Shopping by Mail, What About Metric?, Where To Write for U. S. Birth and Death Records, and You Could Stop a Crime.

The title of the catalog is "Consumer Information Catalog", and the booklets must be ordered from

Consumer Information Center
Pueblo, CO 81009

The National Aeronautics and Space Administration will furnish a listing of their publications and audio-visual materials. Many times they will send free information, and films may be borrowed.

Write to:

Education Office
NASA
Marshall Space Flight Center
Huntsville, AL 35812

For more information concerning the space program, write to:

Alabama Space and Rocket Center
Tranquility Base
Huntsville, AL 35807

The telephone company will lend films, provide resource speakers, and the like. Write for their program catalog. In Louisiana, write to:

South Central Bell Telephone Company
% Delta Visual Service, Inc.
715 Girod Street
New Orleans, LA 70130

A twenty-page catalog listing materials available from the American Gas Association may be requested from:

Educational Services
American Gas Association
1515 Wilson Blvd.
Arlington, VA 22209

Single copies of most of the materials listed in the brochure are provided free of charge to teachers in most areas with the compliments of the local gas utility company. Materials for student use are prepared on spirit duplicating masters and included in the kits. Materials that are not free are so indicated and prices are given.

SOURCE: Adapted from The Who, What, and Where Resource Guide for Teachers of the Gifted, compiled by Gayle McCants, Superior Avenue Elementary School, 625 Superior Avenue, Bogalusa, LA 70427. PERMISSION GRANTED.

SOME JOURNALS AND NEWSLETTERS FOR GIFTED AND TALENTED

Bulletin of the National/State Leadership Training Institute on the Gifted & the Talented
Civic Center Tower Building
316 W. Second St., Suite PH-C
Los Angeles, CA 90012
(monthly, $12.50)

The Gifted Child Quarterly
The National Association for Gifted Children
217 Gregory Drive
Hot Springs, AR 71901
(quarterly, $20.00; includes membership in the NAGC)

G/C/T (Gifted/Creative/Talented Children)
G/C/T Publishing Company
Box 66654
Mobile, AL 36606
(5 times a year, $12.50)

Gifted Children Newsletter
Gifted and Talented Publications, Inc.
530 University Avenue
Palo Alto, CA 94301
(monthly, $24.00)

Gifted/Talented Education Newsletter
Box 533
Branford, CT 06405
(monthly, $12.50)

ITYB (Intellectually Talented Youth Bulletin)
Box 1360
Johns Hopkins University
Baltimore, MD 21218
(10 issues per year, $6.00)

Journal for the Education of the Gifted
The Association for the Gifted
Council for Exceptional Children
Editorial Office
School of Education
University of Virginia
Charlottesville, VA 22903
(quarterly, $12.00)

Journal of Creative Behavior
State University College at Buffalo
1300 Elmwood Avenue
Buffalo, NY 14222
(quarterly, $9.00)

MAEGTC NEWSLETTER (Michigan Association of Educators for the Gifted, Talented and Creative)
c/o Department of Instruction
Macomb Intermediate School District
44001 Garfield
Mount Clemens, MI 48044
(includes membership in Association, $7.00)

The Roeper Review
Roeper City and Country School
2190 North Woodward
Bloomfield Hills, MI 48013
(quarterly, Sept. through June, $3.00 per issue)

Teaching Gifted Children (Methods, Motivation, and Materials
Croft-NEI Publications
24 Rope Ferry Road
Waterford, CT 06386
(9 issues per year, $18.00)

EVALUATION

Good evaluation of an enrichment program, or individual activity, requires a joint effort by the pupil, the educator, and the parent. Each facet of the program or activity should be evaluated by itself and also as a means to an end.

Steps for each activity undertaken should be evaluated exclusively. The person responsible for evaluation must begin by talking over the proposal in general terms. Is it worth doing? Really interesting? What purpose will it serve? Then the evaluator should consider how best to schedule available time and how to obtain needed books and materials and agree on a tentative completion date. At this stage it would be wise to ask, "How shall we judge how well the job has been done?" and arrange for some concrete product, for example, a report or demonstration. There should also be periodic evaluations of progress. When the product is finished the pupil should first rate it himself. The gifted student can turn his superior abilities to good account in evaluating himself because he is able to reflect on his goals and accomplishments and to verbalize the outcome of his reflections. The educator's evaluation of what a student is doing and of his final product should question his initiative, persistence, and originality.

Though evaluation of an enrichment program tends to be subjective in nature, four separate instruments for evaluation--by teachers, participating students, and their parents--should be administered toward the end of a school term.

SOURCE; Lafourche Parish Plan for Gifted/Talented Students. Lafourche Parish School Board, P. O. Box 879, Thibodaux, LA 70302. Thomas W. Shanklin, Supervisor. PERMISSION GRANTED.

Teachers,

I would appreciate your help in evaluating our Talented and Gifted (TAG) Program and the effect it may have had on our students in the Program. Please comment on the following questions as they pertain to you and your contacts with the TAG Program and TAG students. Thank you for your cooperation.

Coordinator, Talented and Gifted

1. Has participation in the TAG program by TAG students in your class caused problems in your class? If yes, please explain.

2. Have the grades of TAG students been adversely affected because they have missed some of your classes?

   Yes _____ No _____

3. Do you feel that the TAG students in your classes benefited from the program?

   Yes _____ No _____

4. Would you be willing to help TAG students with academic projects next year?

   Yes _____ No _____

5. Do you know of any suggestions as to some program or activities which could be included for TAG students next year?

SOURCE: Lafourche Parish Plan for Talented and Gifted Program, 1979. Jeffrey J. LeBlanc, Superintendent, Thomas W. Shanklin, Supervisor, Special Education, P. O. Box 879, Thibodaux, LA 70302. PERMISSION GRANTED.

EVALUATION OF TALENTED AND GIFTED PROGRAM

School Curriculum and Community Relations

1. Has the student's grade been affected because of the structure of the program?

   Yes _____ No _____

2. Is the program structured in such a way that the classes the student misses are not always the same ones?

   Yes _____ No _____

3. Have teachers complained about the program?

   Yes _____ No _____

4. Have teachers given constructive criticism concerning the program?

   Yes _____ No _____

5. Have teachers played a role in the program?

   Yes _____ No _____

   Specify:

6. Have parents been involved in the program?

   Yes _____ No _____

   Specify:

7. Have staff members and administrators been directly involved in the program?

   Yes _____ No _____

   Specify:

8. Have people in the community been involved with the program?

   Yes _____ No _____

   Specify:

9. Does the community understand the program?

   Yes _____ No _____

10. Describe the public relations of the program, school, and community.

SOURCE: Lafourche Parish Plan for Talented and Gifted Program, 1979. Jeffrey J. LeBlanc, Superintendent, Thomas W. Shanklin, Supervisor, Special Education, P. O. Box 879, Thibodaux, LA 70302. PERMISSION GRANTED.

Student Evaluation

The purpose of this questionnaire is to help us plan our program for next year. As you know in this year's program we attempted to explore different avenues in order to help you enrich your endeavors in this school and community. Your responses will be of tremendous assistance to the future of our program. Your answers will be confidential and only reported in a general sense rather than as an individual's response. Rate the following by checking the appropriate block as:

5 = Excellent
4 = Very Good
3 = Good
2 = Fair
1 = Poor

	5	4	3	2	1
1. My participation in the TAG program is					
2. The assistance and direction I receive from the coordinator of the TAG program is					
3. I feel that the enrichment I received from the different TAG program projects is					
4. My class schedule this year is					
5. Being part of the TAG program is					
6. I find that my school situation is					
7. The assistance I receive from my teachers when I returned to class after participating in a TAG activity is					
8. My involvement in extra-curricular activities is					
9. My parents' interest in my school activities is					
10. (Sophomores and Juniors only) My desire for increased participation in the TAG program next year is					

PLEASE RESPOND TO THE FOLLOWING QUESTIONS:

1. Do your friends who are not in the TAG program resent the fact that you have been chosen for the program?

   Yes ________ No ________

2. Have you been made to feel uncomfortable about being in TAG by students?

   Yes ________ No ________

3. Have you been made to feel uncomfortable by any teachers?

   Yes ________ No ________

4. Have you been actively involved in the TAG program?

   Yes ________ No ________

5. List one activity in which you participated and enjoyed most.

6. List one activity in which you participated and enjoyed least.

7. What should be done to improve the Program? What would you like to see included?

8. Do you feel that participation in the program has been of value to you? Explain your answer.

   Yes ________ No ________

9. Did participation in the program create problems for you?

   Yes ________ No ________ Explain:

FOR SOPHOMORES AND JUNIORS ONLY

1. List a project or projects with which you would like to work next school year.

2. List some activities which you would like.

3. List the academic area for which you are best qualified.

4. Check the following area in which you would like to concentrate your efforts next year.

a.) Academics ________ Name of subject ________
b.) Art ________
c.) Music ________
d.) Other ________ (List) ________

5. Should the following activities be continued next year:

	Yes	No
Lecture Series	______	______
Field Trips	______	______
Film Series	______	______
Science Demonstrations	______	______
Individual Experiments	______	______
Independent Study	______	______
Independent Research	______	______
Academic Games	______	______

6. In your senior year in high school, would you like to take a college English course in lieu of high school English?

Yes __________ No __________

7. In what area do you feel you need help?

8. Briefly describe the TAG Program as you would like it to be.

SOURCE: Lafourche Parish Plan for Talented and Gifted Program, 1979. Jeffrey J. LeBlanc, Superintendent, Thomas W. Shanklin, Supervisor, Special Education, P. O. Box 879, Thibodaux, LA 70302. PERMISSION GRANTED.

In the back of his book, Discovery and Nurturance of Giftedness in the Culturally Different (82), E. Paul Torrance gives an annotated list of eighty-seven biographies and autobiographies of culturally different men and women. He lists five purposes for this Appendix:

1. ... provide culturally different students with meaningful career information about the subjects, how their career decisions were made, the problems they encountered in preparing for their careers, and difficulties encountered on the road to success.

2. ... provide motivation to culturally different children and young people. They can see how other culturally different people have succeeded.

3. ... illustrate the importance of the creative positives, how they can be used in school, and how they can be used in developing careers.

4. ... show that the creative positives do exist in the lives of the culturally different.

5. ... provide clues about the discovery of giftedness in the culturally different.

A few of these annotations are given below:

Abdul, R. Famous Black Entertainers of Today. New York: Dodd, Mead, 1974. Eighteen sketches of the careers of Black musicians, theatrical people, dancers, comedians, and film people. Grades 6-9.

Cintron, Conchita. Memoirs of a Bullfighter. New York: Holt, Rinehart & Winston, 1968. Autobiography of the famous bullfighter, Conchita Cintron. Grades 7-12.

Clarke, E. Cherokee Chief. New York: Crowell-Collier, 1970. Account of the life of John Ross, Cherokee leader of the early 1800's. Grades 5-9.

Howard, H. P. Sacajawea. Norman, OK: University of Oklahoma Press, 1972. Biography of Sacajawea, the Shoshoni woman who guided the Lewis and Clark expedition. Grades 7-12.

Ketchum, R. Will Rogers: His Life and Times. New York: McGraw-Hill, 1973. Biography of the famous Indian, cowboy humorist, and movie star. Grades 5-10.

Reasons, G., and Patrick, S. They Had a Dream. New York: New American Library, 1969. Brief biographies of 53 outstanding Black Americans. Grades 5-12.

Stambler, I. Golden Guitars. New York: Four Winds, 1971. Story of country music with emphasis upon its stars, most of whom came from culturally different backgrounds. Grades 8-10.

TAXONOMY GAME

The Curriculum Services Section of the Nebraska Department of Education distributes a "Taxonomy Game" which was originated by G. Sidney Brown of the Ontario-Montclair School District of Ontario, California. It is based on the heirarchy of levels of cognitive thinking, which has become known as "Bloom's Taxonomy" since being established by Benjamin S. Bloom and some of his associates in 1948. The taxonomy defines six levels of thinking, ranging in order from simple to complex, as:

1. Knowledge
2. Comprehension
3. Application
4. Analysis
5. Synthesis
6. Evaluation

Much of the thinking conducted in our schools is only on the three lowest levels, even though all children, and especially gifted students, need to be taught to think on the levels of Analysis, Synthesis, and Evaluation.

The Taxonomy Game consists of fifteen pages with six representative questions or problems often presented to school children, with the level of thinking written on the back of each of the ninety cards. The pages should be cut and used as flashcards by teachers, in small groups. Teachers who have used the cards in this way have found that not only has their knowledge of Bloom's Taxonomy increased greatly, but they also found they began to restructure their classroom activities and questions to develop students' abilities to analyze, synthesize, and evaluate. Once teachers themselves are comfortable with the cards, they are urged to share them with their gifted students.

Since Brown shared the original game, many questions and problems have been added, and players are encouraged to develop their own questions, thus expanding the scope of the game.

The Taxonomy Game may be purchased from: Curriculum Services Section, Nebraska Department of Education, 301 Centennial Mall South, Box 94987, Lincoln, Nebraska 68509. $1.00 (1981)

UNICORNUCOPIA: A Guidebook for Gifted and Talented

UNICORNUCOPIA: A Guidebook for Gifted and Talented was prepared by Human Individual Potentialities (HIP), Kyrene School District #28, 8700 South Kyrene Road, Tempe, Arizona 85284. Ben Furlong, Ed.D., Superintendent, 1977.

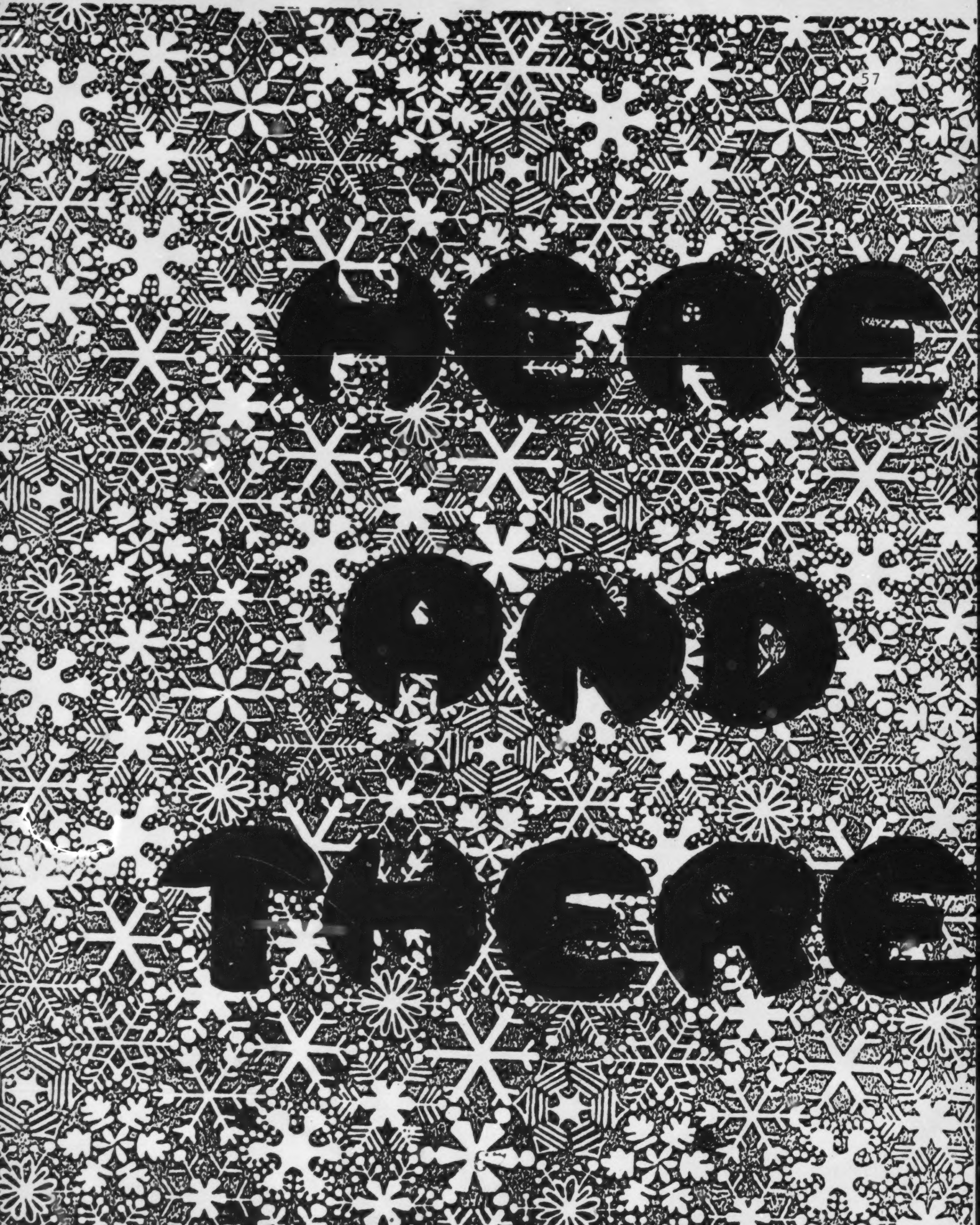
Available through ERIC Clearinghouse on Handicapped and Gifted, or additional copies of this guidebook may be obtained from:

Arizona Department of Education
ESEA Title III Gifted/Guidance
1535 West Jefferson
Phoenix, Arizona 85007

An excellent source for teachers of gifted and talented students, this guidebook deals with Kyrene's "Definition of G/T Children," "The Demands of Giftedness," which they point out are based on the following Premises:

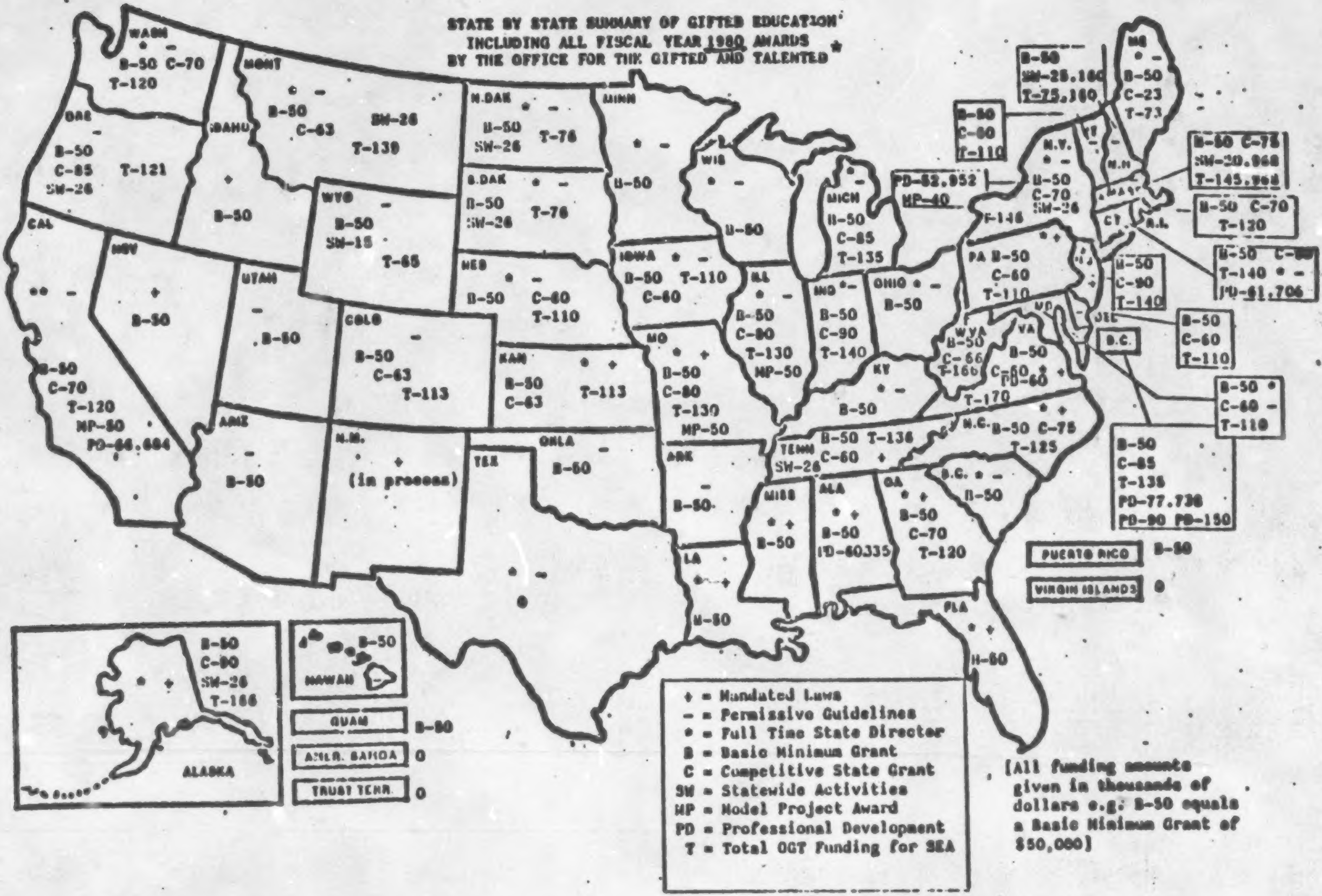
1. High level intelligence makes certain demands upon the gifted child.
2. Behavior of gifted children results from these demands.
3. There are curriculum implications inherent in these demands.

Additional subjects discussed rather thoroughly in this almost 400-page handbook cover the following: Program Development, Identification, Personnel, Committees, Parents and Public Relations, all in Part One; and Part Two (some 350 pages) covering Curriculum Development and Curriculum Units.


HERE
AND
THERE

"If a man does not keep pace with his companions, perhaps it is because he hears a different drummer. Let him step to the music which he hears, however measured or faraway."

---Henry David Thoreau


STATE BY STATE SUMMARY OF GIFTED EDUCATION
INCLUDING ALL FISCAL YEAR 1980 AWARDS
BY THE OFFICE FOR THE GIFTED AND TALENTED *
WASH • – B-50 C-70 T-120
ORE – B-50 C-85 SW-26 T-121
CAL •• – B-50 C-70 T-120 MP-50 PD-66.604
IDAHO • B-50
NEV + B-50
MONT • – B-50 C-63 SW-26 T-139
WYO – B-50 SW-15 T-65
UTAH – B-50
COLO – B-50 C-63 T-113
ARIZ – B-50
N.M. • + (in process)
N.DAK • – B-50 SW-26 T-76
S.DAK • – B-50 SW-26 T-76
NEB • – B-50 C-60 T-110
KAN • + B-50 C-63 T-113
OKLA – B-50
TEX • –
MINN • – B-50
IOWA • – B-50 T-110 C-60
MO • + B-50 C-80 T-130 MP-50
ARK – B-50
LA • + B-50
WIS • – B-50
ILL • – B-50 C-80 T-130 MP-50
MISS • + B-50
MICH B-50 C-85 T-135
IND • – B-50 C-90 T-140
OHIO • – B-50
KY • – B-50
TENN SW-26 B-50 T-136 C-60 +
ALA • + B-50 PD-60335
GA • + B-50 C-70 T-120
FLA • + B-50
S.C. • – B-50
N.C. B-50 C-75 T-125
VA B-50 C-60 • + PD-60 T-170
W.VA B-50 C-66 T-166
PA B-50 C-60 T-110 • +
N.Y. • – B-50 C-70 SW-26 T-146
PD-62.952 MP-40
B-50 C-60 T-110
B-50 SW-25.160 T-75.160
ME • – B-50 C-23 T-73
VT
N.H.
MASS
B-50 C-75 SW-20.968 T-145.968
CT
R.I.
B-50 C-70 T-120
B-50 C-80 T-140 • – PD-61.706
N.J.
B-50 C-90 T-140
MD
DEL
B-50 C-60 T-110
D.C.
B-50 • C-60 – T-110
B-50 C-85 T-135 PD-77.738 PD-90 PD-150
PUERTO RICO B-50
VIRGIN ISLANDS 0
ALASKA • + B-50 C-90 SW-26 T-166
HAWAII B-50
GUAM B-50
AMER. SAMOA 0
TRUST TERR. 0
+ = Mandated Laws
– = Permissive Guidelines
• = Full Time State Director
B = Basic Minimum Grant
C = Competitive State Grant
SW = Statewide Activities
MP = Model Project Award
PD = Professional Development
T = Total OGT Funding for SEA
[All funding amounts given in thousands of dollars e.g. B-50 equals a Basic Minimum Grant of $50,000]

1980

* Based upon information supplied by the Council for Exceptional Children

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1980

State Funding for Gifted and Talented

STATES	STATE APPROPRIATIONS	TITLE IV-C MONEY	OGT AWARDS TO SEA'S	TOTAL STATE EXPENDITURE
Alabama	$2,400,000	-0-	$50,000	$2,450,000
Alaska	$2,400,000	INA	$166,000	INA
Arizona	$449,300	$10,000	$50,000	$509,300
Arkansas	$250,000	$163,369	$50,000	$463,369
California	$14,700,000	$91,793	$120,000	$14,911,793
Colorado	$49,000	$119,075	$113,000	$281,075
Connecticut	$4,200,000	$300,000	$140,000	$4,640,000
Delaware	$500,000	$109,000	$110,000	$719,000
Florida	$6,500,000	$40,000	$50,000	$6,590,000
Georgia	$10,568,775	$62,300	$50,000	$10,681,075
Hawaii	$91,505	-0-	$50,000	$141,505
Idaho	$717,202	$4,512	$50,000	$771,712
Illinois	$5,200,000	-0-	$130,000	$5,330,000
Indiana	-0-	$234,637	$140,000	$374,637
Iowa	$50,000	$248,184	$110,000	$408,164
Kansas	$1,072,175	$240,599	$113,000	$1,425,774
Louisiana	$1,000,000	$284,000	$50,000	$1,334,000
Maine	$98,739	$74,575	$73,000	$246,314
Maryland	$599,913	$541,304	$110,000	$1,251,217
Massachusetts	-0-	$600,000	$145,968	$745,968
Michigan	$750,000	$142,000	$135,000	$1,027,000
Minnesota	$600,000	$60,000	$50,000	$710,000
Mississippi	$2,900,000	$65,000	$140,000	$3,105,000
Missouri	$1,600,000	$130,860	$140,000	$1,870,000
Montana	-0-	$65,683	$139,000	$204,683

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1980

STATES	STATE APPROPRIATIONS	TITLE IV-C MONEY	OGT AWARDS TO SEA'S	TOTAL STATE EXPENDITURE
Nebraska	$14,413	$75,000	$110,000	$199,413
Nevada	$720,000	-0-	$50,000	$770,000
New Hampshire	-0-	$4,500	$75,160	$79,660
New Jersey	$100,000	$275,000	$110,000	$485,000
New Mexico	$2,300,000	$74,053	-0-	$2,374,053
New York	INA	INA	$146,000	INA
North Carolina	$17,845,910	$293,500	$125,000	$18,264,410
North Dakota	$49,500	$33,000	$76,000	$158,500
Ohio	$2,337,500 **	$726,103	$50,000	$3,113,603
Oklahoma	$910,000	$40,000	$50,000	$1,000,000
Oregon	$572,000	$40,000	$161,000	$773,000
Pennsylvania	$25,000,000	INA	$110,000	INA
Rhode Island	$322,500	$60,000	$120,000	$502,500
South Carolina	$682,049	-0-	$50,000	$732,049
South Dakota	-0-	$54,030	$76,000	$130,030
Tennessee	$2,600,000	$300,321	$136,000	$3,036,321
Texas	$2,000,000	$913,122	-0-	$2,913,122
Utah	$514,600	-0-	$50,000	$564,600
Vermont	-0-	$37,400	$110,000	$147,400
Virginia	$1,856,375	$343,647	$170,000	$2,370,022
Washington	$2,250,000 ***	$200,106	$120,000	$2,570,106
West Virginia	$2,004,200	$110,225	$116,000	$2,226,425
Wisconsin	-0-	$395,378	$50,000	$445,378
Wyoming	-0-	$47,000	$65,000	$112,000
Puerto Rico	-0-	-0-	$50,000	$50,000
Guam	-0-	-0-	$50,000	$50,000
Total	$117,703,481	$8,284,276	$4,701,128	$130,688,885

CARROLL JUNIOR HIGH STUDENTS PUBLISH SCHOOL NEWSPAPER

Carroll Junior High School's newspaper is written and edited by students under the supervision of three faculty members--Linda Hanchey, an English teacher, Kathy Larason, teacher of gifted and talented classes, and Erma Webb, librarian. The paper is published quarterly and sells for fifteen cents.

"The Bullpup Bulletin" had its beginning in the fall term when several students, who had been studying creative writing in English class, suggested to Mrs. Hanchey and to the school principal, Dr. John Tollett, that they publish a school newspaper. After investigating the feasibility of such a project, Tollett appointed Mr. Webb, Mrs. Courtney Curry, teacher of the gifted classes at that time, and Mrs. Hanchey to select a staff and begin work on the first issue.

The newspaper, without a name at that time, was distributed to students in early December. A contest was held to select a name. Leah Robinson, a seventh grader at Carroll, turned in the winning title and won a free yearly subscription.

The staff consists of an editor, Brian Ward, an assistant editor, Sheryl Miller, news reporters, feature editors, sports reports, two staff artists, "society" writers, two treasurers, and writers of a "creative corner." Several of the students' parents have assisted in typing the paper!

Sharon Staten and Price Bynum have spent many hours working on ideas for illustrations. One drawing by Price was chosen to be the logo for the paper and runs at the top of each issue. Khasi Reitzell and Becky Mathys are two of the students who interview people on campus, as well as write follow-up news stories.

Some of the learning experiences have been a lot of fun, such as the trip to the News-Star-World newspaper plant for a tour. The students saw first hand how the newspaper operates and just how it is put together. And, the next issue of "The Bullpup Bulletin" carried an account of that visit, written by Richard Ethridge.

SOURCE: "Four to Go!", News-Star-World, TViewing Section, Monroe, Louisiana, Sunday, March 22, 1981.

SUMMER 1981 GOVERNOR'S PROGRAM FOR GIFTED CHILDREN

The seven-week 1981 Governor's Program for Gifted Children began on the McNeese State University campus in Lake Charles Monday, June 8, and ended Friday, July 24. The fee for room and board was $350, and tuition was $100. Approximately forty new students were selected for the Junior Division from among the sixth grade applicants. Fifteen ninth graders were selected for the Senior Division.

In addition to the academic programs in the humanities, sciences, and fine arts, special programs were offered to musically and visually talented students.

The Junior Division academic program emphasized a grasp of concepts, principles and relationships rather than the mastery of a body of knowledge, in the areas of humanities, composition, and science. Chorus, orchestra, and drama were also included in the curriculum.

The Senior Division curriculum offered a variety of courses from which students chose. Some courses popular among the students and offered regularly are mathematics, physical and biological science, English, and Philosophy.

A wide variety of courses and activities in the area of the fine arts was offered in the afternoons and was open to all students. Included were courses in musical composition, visual art, drama, and participation in the program's chorus, orchestra, and dramatic production.

Requirements for admission for new Junior Division students are:

1. Students who are in the sixth grade must attain an I.Q. of 136 or better on the Stanford-Binet Intelligence Test, Form L-M, according to the latest norms. Ninth graders must attain an I.Q. of 130 or above on the Revised Wechsler Intelligence Scale for children.

2. All tests and other data should be forarded with the student's application as soon as possible after the first week of January. Acceptance letters are mailed to all selected applicants on April 1st.

For further information, write to: Dr. George Middleton, Director, Governor's Program for Gifted Children, McNeese State University, Lake Charles, LA 70609.

SOURCE: Newsletter, Association for Gifted and Talented Students; Janet Sheldon, Editor, 1522 Desiree, Baton Rouge, LA 70810.

FUTURE PROBLEM SOLVING PROGRAM

One hundred forty teams throughout Louisiana, aided by fifty-six coaches, registered to participate in the program, according to Mary Alice Chandler, Chairman of the Future Problem Solving Program.

From material sent by the teams to Chandler, ten teams of four students in each division (Grades 4-6, 7-9, 10-12), judged to score highest, were invited to attend the State Bowl on March 14, 1981, in Baton Rouge. The winning teams from each division in the State Bowl were then invited to participate in the National Bowl in Lincoln, Nebraska, May 13-16, 1981. Trophies were given at the State Bowl to first and second place teams, and all teams received certificates of participation.

PROGRESS IN RAPIDES!

The Rapides Parish Association for Gifted Students reported having a banner year for 1980-81. Memberships doubled and attendance at fall meetings surpassed expectations.

Two priorities were adopted by the organization: (1) the securing of a coordinator for gifted education, and (2) a program of in-service training for teachers.

A public relations campaign to increase community understanding of gifted students was planned to involve television and radio public service commercials, newspaper articles, and presentations to local service organizations.

SOURCE: Newsletter, Association for Gifted and Talented Students;
Janet Sheldon, Editor, 1522 Desiree, Baton Rouge, LA 70810.

LOUISIANA

The Lafourche Parish School System states as the purpose of their Program for the Gifted and Talented "to enable participating students to develop their areas of interests by enriching their academic fields and developing their talents." The program is not designed to have students accelerate their high school academic work, but it is a secondary purpose that the overall enrichment provided by the program enables students to bypass introductory academic work in their pursuit of a higher educational level.

The Program Plan defines enrichment as the "attainment of wider and deeper meanings concerning a topic of study. For the gifted, the range of enrichment possibilities is infinite and should be the goal toward which individualized programming may be directed. The learning experiences and emphasis on generation of knowledge include analysis of relationships between facts and concepts."

Special settings provide for these enrichment experiences, such as:

1. Special Seminars - Small group seminars at local colleges or universities in fields of interest to the student may be requested and provided.

2. Special Lectures - Community resource individuals will be called upon for lectures on topics of community service and interest to the students.

3. Individual or Small Group Counseling - Counseling involving personal, educational, or vocational needs will be provided. Resource persons trained in group dynamics and techniques will be called upon for assistance.

4. Tutorials - Qualified parents, students, teachers, and others in the community will be called upon for assistance in this endeavor. Tutors in areas of student need will be an important part of this program.

5. Field Trips - Supplementary field trips to areas of interest in or near the parish will provide an educational extension of the classroom.

6. Travel - Students will be afforded the opportunity to travel with guides or resource persons who are available to working sites. This will provide students opportunities for practical experience in job interest areas.

7. Executive Internship - Students interested in certain careers will be provided with the opportunity to visit working executives, etc., for first-hand experience in the business world.

8. Independent Work - Students will be encouraged to undertake individualized projects which provide them with the opportunities to engage in advanced study and methodology of research.

9. Projects - Students will be encouraged to participate in project development and given the help needed for success. Participation in fairs, etc., will be encouraged.

10. College Classes - Advanced placement examination will be given to graduating seniors who may achieve advanced standing in college. Early admission programs are available to Lafourche Parish students through Nicholls State University.

11. Demonstrations/Discussions - Resource persons from the community with expertise in specific areas will be called upon to demonstrate certain skills and techniques geared to involve students with activities that impart knowledge and form skills not otherwise available to them.

SOURCE: Lafourche Parish Plan for Talented and Gifted Program, 1979. Jeffrey J. LeBlanc, Superintendent, Thomas W. Shanklin, Supervisor, Special Education, P. O. Box 879, Thibodaux, LA 70302. PERMISSION GRANTED.

LOUISIANA

Teacher "B" is in his second year in the Gifted/Talented Program at an Elenentary School in Louisiana. He teaches grades three, four, five, and six, and has sixteen children coming to his Enrichment Room during each day, for one class period at a time.

This teacher said in some of the daily classes he is mixing some third-graders with some fifth-graders, and some fourth-graders with some sixth-graders. Such crossing of grade levels was started because of the children's scheduling, but Teacher "B" said he has found it works "beautifully"--the younger child is challenged to approach the performance of the older one, who is challenged not to let the younger one "outshine" him!

Children are chosen for the program after being tested by a Special Education Assessment Team.

Teacher "B" writes IEP's (Individualized Education Prescriptions) for each child, which he updates every six weeks. He does not assign any grades to his students in any curriculum subjects. He sometimes serves as a Tutor, he said, if a child is having trouble in any given subject.

For two consecutive years, Teacher "B"'s fifth- and sixth-graders won the Grand Prize at the Region III Social Studies Fair at Northeast Louisiana University. Each year they enter the local, state, and national contests in the area of painting and drawing. Teacher "B" himself does much creative writing and art work. He has sold some "Bulletin Board Ideas" to the Hayes Publishing Company.

The classes go on many field trips; one recent trip which was very enjoyable and informative was to the News-Star-World newspaper publishing plant.

On a memorable Friday in the Spring of 1981, some forty-three youngsters from this elementary school--including Learning Disabled as well as Gifted children--went to the Louisiana State Capitol on a school bus for an all day field trip!

Some of the "machines" used in Teacher "B"'s program are the Craig Reader, the Dukane, and the PET Commodore Computer.

LOUISIANA

Gayle McCants, of Bogalusa, Louisiana, started working with the Bogalusa Gifted Program in November, 1978. She says "it was the beginning of a new world. There was so much to learn and there still is." But she says with the help of individuals, LTI workshops, summer school sessions, and the constant gathering of information on her own, she feels more secure.

McCants recommends Unicornucopia as a "great book to use," as well as materials from Midwest Publishing Company.

In 1980 McCants compiled a short booklet which she called The Who, What, and Where Resource Guide for Teachers of the Gifted. She has used "resource people" a great deal, and has devised a survey form which has been very helpful to her in compiling a file of resource persons in the Bogalusa area. A copy of this survey form is shown on the following pages.

BOGALUSA RESOURCE SURVEY

I need help in locating resource people who will share their information with my students. If you know of someone you think will participate, please give his/her name and how to locate him/her below, by subject. If you can think of any area that I have not included, please feel free to add to the list.

Please return this form to Gayle McCants, Project Action, Superior Avenue School, Bogalusa, Louisiana 70427. Thank you.

SUBJECTS **PERSON'S NAME, ADDRESS, AND TELEPHONE NUMBER**

AIRPLANES ____________________

AQUARIUMS ____________________

ARCHITECTURE ____________________

ASTRONOMY ____________________

BACKGAMMON ____________________

BALLOONING ____________________

BEES ____________________

BIOLOGY ____________________

BIRDS ____________________

BOTANY ____________________

CARTOONING ____________________

CHEMISTRY ____________________

CITY GOVERNMENT ____________________

CIVIL WAR, THE ____________________

COIN COLLECTING ____________________

COUNTRIES ____________________

DINOSAURS ____________________

FILMMAKING ____________________

FISH, TROPICAL ____________________

GLIDERS ____________________

HISTORY OF AVIATION ____________________

HISTORY OF BOGALUSA ____________________

HISTORY OF LOUISIANA ____________________

HISTORY OF WASHINGTON PARISH

HYPNOSIS

INDIANS

INSECTS

KITES

MAGIC

MODELS OF TRAINS, ETC.

MYTHOLOGY

OCEANOGRAPHY

OIL PAINTING

PHOTOGRAPHY

PHYSIC ENERGY

PHYSICS

PUPPETRY

ROCKETRY

ROCKS AND MINERALS

SNAKES

SOLAR ENERGY

SPACE SCIENCES

SPIDERS

STAMP COLLECTING

TAXIDERMY

WORLD WAR I

WORLD WAR II

SOURCE: Gayle McCants, Superior Avenue School, Bogalusa, LA 70427.
PERMISSION GRANTED.

LOUISIANA

Teacher "C" has classes of gifted fourth-, fifth-, and sixth-graders in an elementary school in Louisiana. Since a "pull-out" program is utilized in this school for the "enrichment" classes, the children come to the Enrichment Room during the time their peers are having Reading class, so Teacher "C" assigns their report card grades in that subject.

Some of the materials used in the enrichment classes are: Critical Thinking, by Anita Harnadek, published by Midwest Publishing Company, which the teacher said she likes best when working with her sixth-graders; she finds the SRA Think-Lab Series very good with all three groups of students.

Teacher "C" particularly likes Fact, Fantasy, and Folklore, a Good Apple publication, with her fifth graders, as well as Reading, Thinking, and Reasoning Skills Program, published by Steck-Vaughn.

For their work with computers they are using Computeronics. Both a Teacher's Guide and pupil books are in the series, published by Gifted Child Project, ESEA Title IV-C, Leon County Public Schools, 2757 West Pensacola Street, Tallahassee, Florida 32304 (904-487-1520); © State of Florida, Department of Education, 1978.

In discussing Creative Writing, the teacher said she was planning a project in which each gifted child in her class who wants to do so, chooses another child in the school (perhaps a learning-disabled child), writes a story in booklet form, illustrates it, if desired, and then gives the booklet to the child about whom the story is written. She shared some very creative, beautifully done booklets of stories and poems, with illustrations, which some of her students had done. They also use "Story Starters" for Creative Writing.

Some commercial materials dealing with Creativity which Teacher "C" uses are Creative Moments (50 Scientific Investigations, 1973) and Creative Moments (50 Activity Folders for Fun and Challenge, 1972), both by Creative Studies, Inc., Boston, Massachusetts 02146.

LOUISIANA

The teacher at an elementary school in Louisiana used an overhead projector with transparencies to explain programming a computer. There were two computers being used by two of her gifted sixth-graders, as she explained the programming using the "Commodore PET - 2001 Series Professional Computer," with their Computeronics workbooks. Recess time soon arrived, but some of the children remained in the classroom to "play" on the Computers.

After recess, seven fourth-graders came to the Enrichment Room, for a Reading class. They were about twenty pages into a study of Call It Courage, by Armstrong Sperry (New York: Scholastic Book Services, 1963). Each child had his/her own copy of the paperback book.

Most of the day's lesson was vocabulary discussion and silent reading; there was a little oral reading, but mostly discussions of the story, how the characters felt as the action of the story unfolded and the children attempted to put themselves "in the place of" certain characters.

The teacher had previously given the students two pages of forty-six new vocabulary words, listed according to the page on which the word is first encountered in the book. Between lessons the children use their dictionaries to look up the meanings of the words and come to class prepared to discuss them. A few of the words on these two pages: elation, prodigious, pinnacle, nondescript, apprehension, premonition! Remember, these are fourth-graders!

LOUISIANA

English enrichment classes are taught to ninth-, tenth-, eleventh-, and twelfth-graders who have been designated as "gifted", by Teacher "G". She has two classes in the mornings daily at one school, located in one town, and two classes in the afternoons at a school in another town, but in the same parish school system.

English Grammar and Composition (Revised edition), by John E. Warriner, William Renison, and Francis Griffith, published by Harcourt, Brace and World, Inc., 1965; and Adventures in Appreciation, literature book, published by Harcourt Brace Jovanovich, Inc., are used by the enrichment teacher for the students' "regular" English work, since she assigns their grades in this curriculum subject, and they are expected to keep up with the "regular" curriculum.

The Public Broadcasting System's programs are put to very good use by Teacher "G". She invites the students to her home to view the programs with her and her family; then they discuss the programs during class times at school.

Three times a year she takes them to Ruston to the Louisiana Tech University Concert Association's programs for high school students.

The Gifted/Talented Program in that parish was begun about 1978 in some of the elementary schools; all of the elementary schools are now being served on a part-time basis. School year 1980-'81 was the first year for any classes in the parish's secondary schools. There were only two teachers serving gifted secondary students: the English teacher referred to above, and an itinerant teacher for students gifted in Mathematics. In addition to those two, the parish has three teachers serving the elementary and junior high schools.

Among the enrichment materials Teacher "G" uses are the following:

(1) GAMES magazine

(2) G/C/T (Gifted/Creative/Talented) Magazine

(3) PUZZLES, by T. L. Edwards (New York: Playmore, Inc., 1977)

(4) Scholastic Voice, published by Scholastic Magazines

(5) Literary Calvacade, also published by Scholastic

(6) Young Writers International, by International Association of Writing Teachers

(7) Many of the Good Apple Products, available in Louisiana from:

Media for Education
Att'n.: Kenneth Mott
4132 Jackson Street
Alexandria, LA 71301
(318) 448-8476

and

School Aids, Baton Rouge; and
Quality Educational Enterprises and
Teacher Resource Service, both of New Orleans.

(8) Getting Behind the Newspaper, from the Nebraska State Department of Education

(9) Book Reports for the Creative Classroom, by Jan Morton and Eleanor Villalpando, published by Think, Inc., 4131 North 51 Place, Phoenix, Arizona 85018, © 1979.

Teacher Resources she uses include:

(1) The Teacher's Almanac: Ready Resources for Every Day of the Year, from Educational Insights

(2) Mass Media, from Creative Teaching Press, Inc., "originators of the 'recipe' format for enrichment files"

(3) Information Fast - 125 individualized and class activities, from Educational Insights

(4) Anchor - A Handbook of Classroom Ideas to Motivate the Teaching of Intermediate Language Arts, by Mary E. Platts, published by Educational Service, Inc.

(5) The Class Menagerie, by Melodee Landis, from the Nebraska State Department of Education, 301 Centennial Mall South, P. O. Box 94987, Lincoln, Nebraska 68509.

LOUISIANA

The teacher for a group of gifted seventh-graders at a Junior High School in Louisiana for some eight weeks during the Fall of 1980, through a telephone interview, gave the following as some of the "core" activities worked on, and some of the enrichment activities engaged in during that time.

I. Philosophy (paperback books, in the Harry Stottlemeir philosophical series)

II. In-depth research paper

III. Computers

IV. Educational Thinking Games (adult variety)

V. "Mind-Benders"

VI. Creative Writing) Borrowed pictures from

VII. Creative Poetry) Parish Library for these.

VIII. Junior Great Books Reading Series

IX. Think-Lab Series

X. Field Trip to Parish Court House

XI. Records (such as Boston Pops Orchestra)

XII. Outlining

XIII. Note-taking

LOUISIANA

At a "Seventh-Grade Center" Junior High School in Louisiana, students are fortunate to have a Gifted/Talented teacher who has college majors in both Mathematics and Library Science.

School year 1980-81 was the first year for a Gifted Program at this Junior High school; the program was begun in November. There are seventeen students in the "pull-out" program, three ow whom come from parochial schools. There are no more than seven in a class at one time. The teacher does not assign any grades in any curriculum subjects.

Recently the class read "Anthony and Cleopatra"--and clamored for more Shakespeare, so then they read "Midsummer Night's Dream." They were looking forward to seeing "Anthony and Cleopatra" when it appeared on the Public Broadcasting System on April 10, 1981.

Teacher "L" was teaching all of these gifted seventh-graders to write simple programs for the Microcomputer PET. For the computer work she used:
(1) Peckham, Herbert D. Hands-On Basic with a PET. New York: McGraw-Hill, 1979.
(2) Donahue, Carroll S., and Janice K. Enger. PET/CBM Personal Computer Guide. Berkeley, California: Osborne/McGraw Hill,

Some of the materials Teacher "L" uses are from Creative Publications, P. O. Box 10328, Palo Alto, California 94303:

(1) Silvey, Linda, and Loretta Taylor. Paper and Scissors Polygons, 1976.
(2) Ranucci, R. R., and J. L. Teeters. Creating Escher-Type Drawings, 1977.
(3) Laycock, Mary. Dual Discovery Through Straw Polyhedra. (Drawings and editorial assistance by Bill Juarez; Cartoons by Bob Larsen), 1970.
(4) Farrell, Margaret A. Geoboard Geometry, 1971.
(5) Marcy, Steve, and Janis Marcy. Pre-Algebra With Pizzazz!

Teacher "L" also uses the Arithmetic Teacher, the official journal of the National Council of Teachers of Mathematics, published monthly September through May, and Games, published bi-monthly by Playboy Enterprises, Inc., 515 Madison Avenue, New York, NJ 10022.

The students, along with Teacher "L", an English teacher, and the librarian, write, edit, and publish, complete with illustrations, the school newspaper.

LOUISIANA

Teacher "P" is required to teach nine fourth-graders, eleven fifth-graders, and six sixth-graders two curriculum subjects daily, for which she must assign grades. For the fourth-graders, the subjects are Reading and Language; for the fifth-graders, Reading and Spelling; and for the sixth-graders, Language and Social Studies. Among the sixth-graders, four of the students come to her school for one and one-half hours four afternoons a week, from a parochial school. Teacher "P's" schedule covers one and one-half hours for fifth-graders, daily five days a week; one and one-fourth hours daily five days a week for the fourth-graders; and one and one-half hours four days a week for the sixth-graders. This leaves the teacher with one-half day a week of planning-conference time!

The teacher says she does as much enrichment with these students as she can find time for. In introducing a film about "paints, painters, and painting", she drew a Time Line on the chalkboard from 30,000 B.C., when Prehistoric Man lived in caves and painted pictures of the animals he hunted for food on the walls of those caves, to the present time. Since Teacher "P" had visited the Tomb of King Tut, she was able to contribute much from her personal experience to the discussion about that period on the Time Line. Some of the information she mentioned: King Tut was only twelve years of age when he became Pharaoh. He died at the age of eighteen, and his body has been X-rayed and examined many times by scientists, but they still have not figured out what caused his death.

Also brought out in the discussion was that during the Dark Ages (about 500-1000 A.D.) the only Art was in churches; and monks printed books by hand--such as the "Illuminated Bibles." From 1200-1500 A.D. trade flourished, but it was from about 1500 to 1800 A.D. that the greatest artists, as we know them today, lived and painted. Some of those artists are Raphael, Michaelangelo, and Leonardo da Vinci. The Dutchman, Van Eyck, was such a perfectionist, according to Teacher "P", that he would even use a brush with only one hair--for painting eyelashes, for instance!

LOUISIANA

Teacher "T" is the only itinerant teacher in her system's gifted program. She travels among two elementary schools and two junior high schools, and also serves four eighth-graders who come to the junior high schools from two parochial schools. One of the junior highs is an all seventh-grade center, and the other is an all eighth-grade center. Teacher "T" uses her car as a sort of "traveling file cabinet."

In one of the elementary schools she works with only one child--a sixth-grader; in the other elementary school she has two third-graders, one fifth-grader, and two sixth-graders. At the junior highs, there are two seventh-graders, with the rest of the students (seven) being eighth-graders. This gives her sixteen children to work with daily, in addition to "travel time."

Teacher "T"'s children each have a manila folder which holds each one's very own "journal." It contains whatever the student wants to put into it: his secret thoughts, poems, "diary," etc., and is "locked" each time the child leaves it until another day or time, by being stapled. When the child wants to get into his own "secret file," he unlocks it by using a staple-puller!

Outside the door in the school where Teacher "T" works with only one child there was a life-size poster of that child. He lay on a large piece of poster board, Teacher "T" traced an outline of his body on it, and the child drew in and colored the features, clothing, etc. There is a "slit" in one of the jeans pockets into which Teacher "T" puts a "brain-teaser" or a "boundary-breaker," or something of that type every Monday morning. The current one was "Brain Games" by Will Shortz, from Reader's Digest. Each child she teaches has his or her own life-size poster on display at each school. Incidentally, she teaches this child in the old-fashioned "cloakroom" of another teacher's classroom!

In the Fall of 1980, Teacher "T" took all of her gifted students from the several schools to the Columbia Art and Fold Festival and to a skating rink. Some had never before worn skates! At the end of the school year they went to Hot Springs, Arkansas, with other gifted children from throughout the city.

LOUISIANA

A typical day for fourth-, fifth-, and sixth-grade students involved in the Talented and Gifted (TAG) Program in Vermilion Parish was divided into four parts, each with a specific purpose in mind.

During the first period of the day the children were involved in whole group activities. Included in these were: valuing strategies, self-awareness activities, boundary breakers, open-ended group discussions, and problem-solving strategies. By participating in these activities, the child developed a healthy self-concept, and became more aware of the thinking and feeling processes, as well as group dynamics.

The children were then involved in whole group, small group, or individual activities in the second part of the day. By taking part in the development of the mini-unit, activities and objectives, and actual participation, students developed higher order thinking skills. They were provided opportunities and materials to further research and investigative skills. Each child had an opportunity to share his research findings, as well as products, with his peers and with members of the community.

In the third period of the day students again worked in groups or individually, depending on the activity in which they were involved. At this time, increasing proficiency in the communication skills was stressed. A number of commercial kits, each designed to enhance a specific communication skill in the classroom, were available for the students' use. The children also worked at centers on a rotating basis, with specific skills again being stressed. They also participated in the production of plays, speech-making, story-telling, and story-sharing.

The last period of the day was an "exploration" period which allowed each child to choose from several activities. He could work on an independent study project, or get help from the teacher on specific skills in any area. He could also continue to work at one of the centers, pursue some area of interest, or work on regular class assignments or homework.

SOURCE: Addendum I to Syllabus, Vermilion Parish Pilot Gifted Program, Grades 4, 5, 6, by Mary Sagrera. Vermilion Parish School Board, P. O. Drawer 520, Abbeville, LA 70510. Earl J. Comeaux, Supervisor. PERMISSION GRANTED.

MICHIGAN

Until 1973, Michigan appropriated no special funds for the education of the gifted and academically talented. Any special programs in operation were locally funded, as are most of the districts with identified programs today.

In the 1973-74 State School Aid Act, Section 47 appeared, allocating $150,000.00 for pilot programs for gifted and talented students. This pilot program effort resulted in several major outcomes which have influenced the development of programs for gifted and talented students in Michigan:

1. By 1978, a total of 15 districts had received pilot program funds to begin programs that have served as models and resources for other districts.
2. The project directors have met regularly and have established a cadre of professionals who provide leadership in the state, as well as assistance to other districts initiating programs.
3. The project directors and state consultant developed and implemented six state program objectives for the purpose of a total program evaluation. Copies of this evaluation summary are available upon request from the Michigan Department of Education.
4. State funding assisted in focusing many school districts' attention to the special needs of the gifted and talented child, and as a result, many are developing more appropriate educational options for this population.

Section 47 of the State School Aid Act for 1978-79 represented a change in emphasis for funding. Pilot programs funded for the 1978-79 school year would continue to receive funds for the next three-year period. However, an additional $250,000.00 would be available to intermediate school districts for a salary reimbursement program.

SOURCE: Information on Michigan's Pilot Programs For The Gifted and Talented. Nancy C. Mincemoyer, Specialist for Gifted Education, Dept. of Education, P. O. Box 30008, Lansing, MI 48909. PERMISSION GRANTED.

MICHIGAN

Marjorie Denison is an Elementary Principal and Director of Guidance in grades Kindergarten through Eight in the Big Rapids Public Schools, in Big Rapids, Michigan.

In their program they use the Junior Great Books in their four elementary, middle, and high schools. They have a section in all of their Media Centers where they have such things as the "SRA Think Lab"; the "Data Man"; "Speak and Spell"; " Electronic Master Mind" from Invicta; "Unique Math Games" from Educational Insights; and the "Charlies" from Educational Insights.

Children are sent to the Media Center by their teachers. Mrs. Denison describes their system as "a fairly small system--950 students, K-5," so they have no "pull-out" programs, she says.

Denison says she does the testing for all referred students and counseling on a needs basis for students, parents, and teachers in any of the schools, K-8, on any problem concerning the Gifted and/or Talented child. Since she is also an elementary principal, time is often a limiting factor.

The Gifted Children Newsletter is recommended to parents by Denison, who says, "I think it's a good one."

SOURCE: Marjorie Denison, Principal and Guidance Counselor, K-8, Big Rapids Public Schools, 207 East Maple Street, Big Rapids, Michigan 49307. PERMISSION GRANTED.

MICHIGAN

Chelsea, a village of approximately 4000 people, located some twenty miles west of Ann Arbor, Michigan, has initiated under Section 47 (State School Aid Act) funds, a Projects Room Program for academically talented students in one of its two elementary schools--North Elementary. The program began in 1977.

On the basis of teacher and parent recommendations, students' achievement scores, student interviews, and other available data, a student selection committee identified approximately forty K-5 students to participate in a Special Projects Room located within the school. These children go to the Room several times a week in small groups for one hour periods. In the first semester of the school year the groups are arranged by grade levels into interest groups. The children spend at least one session each week on research skills, critical thinking skills, and/or creative problem solving skills in preparation for long term projects that are begun in the second semester. The other sessions are arranged according to student interests to work on projects under the direction of the Projects Room teacher.

A distinctive feature of the program is the involvement of the classroom teachers in the building. While the Projects Room teacher is the over-all coordinator of the activities in the Room, the classroom teachers in the building frequently come to the Room as well, to give the children instruction and assistance in working on their projects. At this time, the Projects Room teacher takes the place of the classroom teacher in her room. In this way, all of the teachers are continually involved in the program by actually working with the various groups of students. For example, a teacher who is particularly interested in mathematics and/or science has an opportunity to work in the Projects Room with small groups of students who are academically talented in that particular area. Further, all of the teachers become better prepared to help the project students with their special activities when they return to the regular classroom. In addition, all of the teachers receive experience in working with small groups of academically talented students. Hence, the teachers at North Elementary not only are continually involved in the program in a very real way, but through practical experience, receive inservice opportunities in working with academically talented students.

For further information, contact either

Robert Benedict, Program Director

OR

Susan Miller, Projects Room Teacher
North Elementary School
McKinley Street
Chelsea, MI 48118
(313) 475-9131

SOURCE: Information on Michigan's Pilot Programs For The Gifted and Talented. Nancy C. Mincemoyer, Specialist for Gifted Education, Dept. of Education, P. O. Box 30008, Lansing, MI 48909. PERMISSION GRANTED.

MICHIGAN

Dearborn's Project IGNITE

(Inspiring the Gifted and Nurturing Individuals Through Enrichment)

Dearborn Public Schools began implementation of a program for gifted and/or talented students in September, 1975. The program was to function in all schools at all grade levels, 1-12. There are approximately 17,000 students distributed among 18 elementary schools, 9 junior high schools and 3 senior high schools.

The administrative design of IGNITE is direct and simple. The Directors of Elementary and Secondary Education, assisted by a Resource Teacher, coordinate the program for the system. "Catalyst Teachers" were selected in each building to be the facilitator there and act as a liaison between the local staff and Central Office. A counselor at the junior and senior high schools assists the catalyst in these functions. Catalyst teachers are members of the staff and have classroom responsibilities. Elementary catalysts are released one-half day on alternate weeks to perform their IGNITE responsibilities, while secondary catalysts and counselors have one hour per school day for this function. These teachers receive concentrated inservice throughout the year to help them effect positive results within their building.

Students may be nominated for the program by school personnel, parents, peer group or the student herself or himself. The nomination is directed to the local building principal, catalyst or counselor. The following guidelines are used to determine whether or not the student qualifies for the IGNITE program:

> The academically gifted are considered to be those who have 140+ I.Q. on any two or more appropriate group intelligence tests, or 135 I.Q. in combination with accelerated achievement test scores of two or more years above grade level. In addition, performance at a higher grade level must be consistently demonstrated.
>
> The highly creative and talented are considered to be those who demonstrate exceptional ability in their individual areas of interest in the judgment of professional personnel.

If it is determined that a student should be accommodated by the program, a planning committee meeting is arranged. This Educational Planning and Placement Committee (EPPC) is composed of the principal, catalyst, parents, and classroom teacher at the elementary level. At the secondary level a counselor, the student and selected department chairmen are added. This planning group discusses the emotional and social maturity of the student as well as his special interests, abilities, and educational goals. The committee develops a highly personalized educational plan based on this information. Catalysts and counselors monitor the implementation of that student's program.

Elementary Level

At the elementary level, the emphasis is on enrichment. Enrichment activities have been initiated in the regular classroom, and students make extensive use of the media resources within the building. Exploratory activities, in-depth studies, creative pursuits, and challenging experiences are some of the components of personalized programs for elementary students. Various options available to elementary students include French, German, Spanish, Junior Great Books discussion, music enrichment, mathematics enrichment, art, science, environmental, creative writing and dramatics.

Student activities are not confined to the classroom or the particular school, but extend to permit opportunities to visit resource centers and stimulating places and persons of the surrounding communities. Beginning in October, 1977, students began to use the community resources to a greater degree through Project SIR (Students in Residence). Classes of students, with their teachers, spent three consecutive school days at an enrichment site. Learning modules have been developed for Greenfield Village/Henry Ford Museum but plans have been made for "student residency" also at the Henry Ford Centennial Library, Fairlane Town Center/Hyatt Regency and the McFadden Ross Museum.

Secondary Level

At this level, often a series of mandated courses are required, which places a severe constraint upon the academically talented or creative student. IGNITE students are not bound by such requirements. Once admitted to the program, they are free to follow the plan developed by their personal planning committee. A relaxation of the normal requirements is part of the design where a student clearly demonstrates that he or she has mastered the skills and concepts of a particular subject area. Personalized plans may include some type of option to waive a requirement and substitute a mini-course, independent study, an elective, an advanced class.

Specific examples of advanced placement are demonstrated by 35 students working at Henry Ford Community College and University of Michigan-Dearborn. Admissions personnel have been extremely receptive to students because they know the Educational Planning and Placement Committee has recommended the plan based on the student's abilities, needs and work-study load.

Summary

The IGNITE program has, as a primary goal, the educational development of gifted and/or talented students through a highly personalized approach. The strength of the program rests on the fact that all planning and decision making is done with the students, parents, and professionals acting in concert. The ultimate result of these conferences produces a plan tailored to satisfy the educational goals, interests, and capabilities of each individual student.

---Allen McDonald, Resource Teacher
Dearborn Public Schools

SOURCE: Information on Michigan's Pilot Programs For The Gifted and Talented. Nancy C. Mincemoyer, Specialist for Gifted Education, Dept. of Education, P.O. Box 30008, Lansing, MI 48909. PERMISSION GRANTED.

MICHIGAN

FINE ART STUDIES FOR GIFTED STUDENTS AT CASS TECHNICAL HIGH SCHOOL, DETROIT, MICHIGAN

The program is housed at Cass Technical High School which is a single building facility located in the central part of Detroit near the downtown area. Total student population is approximately 4,300 students. Eight hundred of these participate in Fine Arts programs, and one hundred and sixty of the eight hundred participate in the Gifted Students program.

The program year began July 1, 1978. All of the staff members of the music, art, and performing arts departments participated in the program along with members of the school administration and counseling services. Recognizing that careful planning and organization would be essential to the success of the program, the Fine Arts staff at Cass determined and implemented strategies

(1) to provide the identified gifted students with the specialized programming they need to become more fully prepared for training in the Fine Arts;

(2) to guide these students through integrated, cohesive, and intensive learning experiences within and among the art forms so that they may not only achieve the specialized skills necessary but also gain a more complete perspective of the parameters which encompass the Fine Arts;

(3) to lead the students beyond the traditional programs at Cass to explore, create, perform or produce individually or in a group, programs which extensively use professional artists as well as the community arts institutions from within and beyond the metropolitan area as resources.

The program is funded by the Michigan Department of Education in the amount of $24,500. The Detroit Public Schools is providing some in kind contribution primarily through personnel services.

Coordinator for the project is Frances Hamburger, Cass Technical High School, 2421 Second, Detroit, MI 48201. (313) 963-1950.

SOURCE: Information on Michigan's Pilot Programs For The Gifted and Talented. Nancy C. Mincemoyer, Specialist for Gifted Education, Dept. of Education, P. O. Box 30008, Lansing, MI 48909. PERMISSION GRANTED.

MICHIGAN

The SPECTRUM program is a pilot project in the Grand Rapids, Michigan, Public Schools, designed to provide differentiated learning experiences for students identified as having gifts or talents in the areas of academics, visual or performing arts, and/or creative thinking.

The program is being piloted in twelve of the fifty elementary schools in the district. The SPECTRUM staff consists of a project director, six full-time teachers, and a half-time media/resource consultant.

SPECTRUM classrooms serve fifteen students per session, or approximately 10% of the student population. The Enrichment Triad Model, developed by Dr. Joseph Renzulli, University of Connecticut, is the curriculum model utilized. Early elementary students are encouraged to explore a variety of topics and begin developing interests in specific areas. Later elementary students who have identified a general area of interest work with a SPECTRUM teacher to develop a product, becoming a producer in that area of interest.

Students are identified for the SPECTRUM classroom through utilization of A.S.S.E.T.S (A Survey of Student's Educational Talents and Skills) which was developed by the Grand Rapids Public School System. A.S.S.E.T.S. is available through Learning Publications. Approximately 10% of the student population are identified and served through the SPECTRUM Performing Arts classroom.

The Grand Rapids Public Schools plan to expand SPECTRUM to serve all K-12 grade students in the future. Pilot programs will be implemented in the elementary, middle and secondary schools. The program is financially supported by local funds and a $17,000.00 grant from the State of Michigan (Section 47, State School Aid Act).

Further information is available from

Patricia Diederich, Ass't. Director
Elementary Schools
Grand Rapids Public Schools
143 Bostwick, NE
Grand Rapids, MI 49503

SOURCE: Information on Michigan's Pilot Programs For The Gifted and Talented. Nancy C. Mincemoyer, Specialist for Gifted Education, Dept. of Education, P. O. Box 30008, Lansing, MI 48909. PERMISSION GRANTED.

GIFTED PROGRAMS HERE AND THERE
MICHIGAN

PILOT PROGRAM SUMMARY--PAW PAW, MICHIGAN

Paw Paw is a small, rural community in southwestern Michigan, with a population of approximately 3200. The school district encompasses sixty-six square miles and has a population of 11,125. The school system has two elementary buildings, one middle school, and one high school. Total enrollment is 2150.

Summer sessions for academically talented students were offered in 1976 and 1977, and programming during the regular school year began in January, 1978. An advisory committee composed of teachers, parents, school board members, and administrators met prior to the implementation of the program to determine the scope of the program, goals and objectives, selection procedures, cost and staffing factors, program options and needs at different levels, and to prepare a proposal for the board of education. Pamela Sang was named Program Coordinator/Teacher.

Grades K-8: Students meet once a week on a pull-out basis with other students in their own grade and school building. Approximately 150 students participate. Groups meet for one half hour to one hour, depending on the grade level. Activities are designed to involve students in "hands-on", challenging experiences, including opportunities for problem-solving, problem-finding, scientific exploration, logic exercises, resource persons, field trips, foreign language, research, and individual projects based on the students' interests. Emphasis is on developing the higher level thinking skills and in producing real and valid products. Grades 2-8 also have Junior Great Books discussions as a part of the program, with parent volunteers co-leading the discussions with the Program Coordinator.

High School: Although not officially part of the Pilot Program until the second year of funding, the high school already provides some alternatives for its bright students, such as an independent study program, several advanced and/or special classes for superior students, and early college enrollment options. Under consideration are a mentor program and a series of workshops to be offered in subjects that are of interest to the academically talented students, as demonstrated through interest surveys, student interviews, and group "rap" sessions. The Program Coordinator serves as facilitator at this level.

A crucial consideration in Paw Paw's Academically Talented Program is recognition of the fact that, with the limited time allowed for academically talented group sessions, the classroom teacher is still much more influential in the educational experience of the child. In order to help the classroom teacher work effectively with the academically talented student, teachers are recruited and encouraged to attend workshops and conferences on the gifted and talented. A library of materials particularly suitable for the academically talented student is provided for teacher use, and the Program Coordinator is available for consultation with teachers and parents.

Students are selected for the program on the basis of standardized achievement test scores, classroom performance, and referrals from teachers, parents, principals, counselors, and in grades 6-8, the students themselves.

The program is funded under the Michigan State School Aid Act, Section 47, with the local district contributing 8% of the budget.

For inquiries and/or visitation requests, contact:

Pamela Sang, Coordinator/Teacher
Paw Paw Public Schools
Paw Paw, MI 49079
(616) 657-5511

SOURCE: Information on Michigan's Pilot Programs For The Gifted and Talented. Namcy C. Mincemoyer, Specialist for Gifted Education, Dept. of Education, P. O. Box 30008, Lansing, MI 48909. PERMISSION GRANTED.

FEDERAL FLOW-THROUGH GRANTS ANNOUNCED FOR MICHIGAN

Nine planning grants and four evaluation grants in gifted education were announced by the Michigan Department of Education. Grant monies are from the 1980 State Education Agency administered grant program from the U. S. Office of Education, Office of Gifted and Talented.

Districts awarded grants to plan for program expansion are Brighton, Genesee Intermediate (consortium), Hancock, Johannesburg-Lewiston, Lansing, Plymouth Canton, St. Joseph, Wayne Westland, and Ypsilanti. Those districts receiving grants to evaluate on-going programming for gifted are Birmingham, Detroit, Livonia, and Grand Rapids.

Fifty-nine districts applied for the competitive grants. Proposals were due in Lansing on November 16, 1980, and were subsequently reviewed by teams of readers. Those recommended for funding received final approval by the State Board of Education at its December meeting. A total of $45,000 was awarded in the planning category for grants up to a maximum of $6,000. In the evaluation category, a total of $76,500 was awarded for grants ranging from $10,000 to $25,000.

Funds were available to the selected districts from December, 1980 to September, 1981.

SOURCE: MAEGTC NEWSLETTER. Michigan Association of Educators for the Gifted, Talented and Creative. Vol. II, No. 2, January 1981.

MINNESOTA

At Chippewa Middle School in St. Paul, Minnesota, there is a program called PROJECT REACH (Reaching Educators, Actualizing Children). It is described in brochures furnished by Susan Wandell, Director of the Program, as "a teacher development program that emphasizes a combination of background theory and workable teaching strategies for developing creative thinking behavior on the part of students."

The PROJECT REACH Program utilizes the traditional curriculum content but adds several additional components as input to the thinking process. These components are:

1. Strategies for thinking (e.g., questioning, problem-solving, decision making, ideation).
2. An enabling lesson situation in which students are supported in their use of fluent, flexible, and original responses.
3. Structured practice in the use of thinking strategies.
4. Encouragement to use thinking strategies in non-lesson and personal situations (e.g., at home).

REACH has great versatility because the thinking processes can be used in the home, in a single classroom or in an entire school by any age group--preschool through adults. Program emphasis lies in teacher training with the belief that new understandings of the teachers affect the student in the classroom.

CLASSROOM TEACHERS attend inservice sessions which develop their understanding of thinking, behavior, and creativity topics. Inservice sessions also assist teachers in developing instructional methods which emphasize creative behaviors for students. The inservice model and guides can be used by most school buildings (staffs) or districts for the benefit of staff, parents, and students.

The thinking processes of Productive Thinking, Decision Making, Forecasting, Communication, Planning and Creative Problem Solving are developed through day-to-day teaching in the classroom.

Implementation of these processes enhances the creative thinking abilities which lie within every child. All students can acquire these skills regardless of academic achievement. The thinking processes are used as tools for reinforcement of previously introduced subject material through specifically organized teaching times, culmination projects and activities, and teaching centers. Thus, REACH is not an "add-on", but can be integrated into the existing school curriculum.

PROJECT REACH is a Title IV-C project based on the theories:

Multiple Talents (Dr. Calvin Taylor)
Transformation Theory (Dr. George Land)
Teaching Strategies (Dr. Frank Williams)
Creative Problem Solving (Dr. Sidney Parnes)
Imagery Strategies (Dr. Joe Khatena)
Factors of Creative Thinking (Dr. E. Paul Torrance)
Theory of Creativity (Dr. John C. Gowan)
Structure of the Intellect (Dr. J. P. Guilford)

For further information and a price list for materials used in the program (by grade level), write or telephone:

Susan Wandell, Director
PROJECT REACH
Chippewa Middle School
5000 Hodgson Road
St. Paul, MN 55112
(612) 483-6635

SOURCE: Brochures: PROJECT REACH. Susan Wandell, Director, Chippewa Middle School, 5000 Hodgson Road, St. Paul, MN 55112.

GIFTED AND TALENTED EDUCATION IN MISSISSIPPI

Public school programs for Gifted and Talented children in Mississippi continue to expand and improve every year. With the growth of the network of experienced, committed individuals involved in Gifted and Talented Education at the school district, State Department of Education, and University levels, as well as in the private sector, this expansion and improvement will continue.

Since 1973, when the first public school program for gifted in Mississippi was initiated, the number of such programs has increased as follows: (There are 152 school districts in Mississippi).

26 districts with programs in 1976

38 districts with programs in 1977

70 districts with programs in 1978

100 districts with programs in 1979

However, this growth has been slow enough to allow quality to be an important part of most programs. Several milestones in the growth of Gifted and Talented Education in Mississippi were:

1. Expansion of the definition of exceptional children in state law to include gifted and talented children in 1974.

2. Development of the first State Plan for Gifted and Talented in 1976.

3. Receipt of the first State Grant for Gifted and Talented in 1976.

4. Employment of the first full-time State Consultant for Gifted in the State Department of Education in 1976.

5. Change in the method of financing Gifted/Talented teacher units from 60% to 100% in 1978.

6. Initiation of teacher certification standards for Gifted and Talented teachers in 1973.

7. Use of Area Resource Consultants - a cadre of 31 teachers and coordinators from across the state who were trained by the State Consultant for Gifted and selected university personnel, and who assisted local school districts in planning programs for gifted and talented in the 1977-78 and 1978-79 school years.

8. Inclusion of model projects in the State Grant for Gifted and Talented, from which activities and materials could be utilized or modified for use by other school districts in Mississippi.

SOURCE: Betty Walker, State Consultant for Gifted, Department of Education, Division of Instruction, P. O. Box 771, Jackson, MS 39205.

GIFTED AND TALENTED EDUCATION IN MISSISSIPPI

ROLES AND RESPONSIBILITIES

OF THE TEACHER:

1. Provide an enriched individualized program for the gifted.
2. Assist students in planning, organizing, and evaluating tasks.
3. Screen, develop, and provide appropriate materials for gifted.
4. Evaluate pupil progress.
5. Interpret the program to parents.
6. Support classroom teachers and building principals in their teaching relationships with the gifted and talented.
7. Provide an enriched extension of the regular curriculum for gifted students either inside or outside the classroom.
8. Demonstrate diverse methods of instruction appropriate for the gifted, such as problem solving, independent study, etc.

OF THE PRINCIPAL:

1. Become knowledgeable about the unique needs of the gifted.
2. Become acquainted with gifted students in the school.
3. Stimulate interest in and concern for the gifted.
4. Urge teachers to provide qualitatively-differentiated programs for the gifted in their classrooms.
5. Cooperate with district personnel in identifying the gifted and implementing programs for them.
6. Encourage and assist teachers in securing appropriate instructional materials for the gifted.
7. Meet regularly with parents to explain the program to them.
8. Work cooperatively with other personnel in objectively evaluating the program.

OF THE COORDINATOR:

1. Design, develop, coordinate and evaluate the program.
2. Develop and implement curriculum (techniques, materials) related to enriching the total program.
3. Prepare financial, statistical, and descriptive reports as needed to develop, maintain, and account for the program.
4. Coordinate identification and certification procedures.
5. Serve as a consultant and resource to the staff, students, and parents involved with the program.
6. Participate as part of the Educational Services staff.
7. Promote public relations activities at the local, county, and state levels.

SOURCE: Betty Walker, State Consultant for Gifted, Department of Education, Division of Instruction, P. O. Box 771, Jackson, MS 39205.

GIFTED AND TALENTED EDUCATION IN MISSISSIPPI

ROLES AND RESPONSIBILITIES

OF THE CENTRAL OFFICE STAFF:

1. Provide the necessary staff to implement and support all identification, program development, material acquisition, inservice training, publicity, evaluation, and related procedures that are required to provide a qualitatively differentiated program for the gifted and talented.

2. Define and coordinate the requisite roles and responsibilities of the school board, superintendent, psychologist, psychometrist, counselor, and classroom teacher.

OF THE LOCAL SCHOOL DISTRICT:

1. Work cooperatively with county and state agencies.
2. Acquire and disseminate extensive background on the needs of the gifted and talented.
3. Develop appropriate identification and program development procedures.
4. Plan modifications of the current program.
5. Evlove program development and evaluation models.
6. Actively support the gifted program with needed materials, adequate facilities, sufficient freedom for teachers, expert resource and consultant help, and democratic administrative guidance.

OF THE STATE:

1. Advise and assist districts in determining the need for programs for the gifted.
2. Develop, promote, coordinate, and assist county and local districts in establishing programs for the gifted.
3. Interpret and apply state law and administrative regulations.
4. Secure and compile information about local programs for the gifted.

SOURCE: Betty Walker, State Consultant for Gifted, Department of Education, Division of Instruction, P. O. Box 771, Jackson, MS 39205.

MISSISSIPPI

At a Primary School in Mississippi, Teacher "F" teaches twenty-five gifted children in grades one through three, out of a school enrollment of three hundred sixty. The children are "disadvantaged" students whose I. Q. scores fall between 120 and 130.

Most of the work Teacher "F" does with these children, she says, is "enrichment," using units of study. Commercial materials she mentioned are the Thinking Skills, by Midwest Publishing Company, the SRA Think-Lab, and Finger Math, from McGraw-Hill.

The Primary School received funding for the 1980-'81 school year for a P. L. 95-561 project that is basically fine arts, with the course of study based on the objectives of the project. (She did not reveal what those objectives were, however.)

MISSISSIPPI

Teacher "H" has classes of third-, fourth-, and fifth-grade gifted children at a school in one rural county in Mississippi. The students go to her resource room five hours each week (one morning and one afternoon, alternatively). Their schedule is arranged so that no G/T child misses music or physical education classes to go to the resource room. She has one morning and one afternoon per week for planning and conferences.

There are four Gifted/Talented programs in the county, fitting basically the same pattern, "yet each one does things differently," according to Teacher "H".

She spends a lot of time on map skills, and her fifth-graders do a unit on Mississippi each spring. They then give the materials, such as maps, drawings, graphs, etc. to the regular fifth-grade social studies classes.

The county is a rural area, and according to the teacher, many of the students are "culturally deprived"; therefore, they go on quite a number of field trips to Jackson and other areas. "We even spent the night in the Governor's Mansion!" They have been to see the Mississippi Legislature in session, to an opera, to the Planetarium to see several different shows, to South Central Bell Telephone and Telegraph Company office, to the Crime Laboratory, to the Air National Guard, to the Natural Science Museum in Hattiesburg, to book fairs, etc.

They rode a train from one city to a larger one in Mississippi. After visiting the petrified forest at Flora, Mississippi, they went out and dug some petrified wood in their own county. (Husbands have to get involved, too, she adds!!)

"I've planned things that were complete flops and had to be discarded; others went over great! Much has been 'trial and error' because what fits one group does not fit another group!"

MISSISSIPPI

The gifted program of the Ocean Springs School System, called "Project Springboard", is conducted in eight resource rooms by eight resource teachers. The resource rooms provide a learning environment specifically tailored to the needs and objectives for educating gifted students, according to their Springboard Curriculum Guide for Grades 2-12, which was prepared during the 1979-1980 school year by the following Springboard teachers: Jane Dacey, Dolly Famous, Jeanne Ello, Peggy Walker, Bettie Rich, Mary Savage, and Cindy Johnson.

Activities which are general to the whole program and are based in the resource rooms are:

a. Presentations by community experts or other resource people.
b. Field trips.
c. Individual conferences.
d. Work with special equipment and materials not otherwise available.
e. Seminars on particular subjects.
f. Peer dialogue, idea exchange, and discussion groups.
g. Special interest units and centers.
h. Higher level thinking skills training.
i. Independent or small group investigations.
j. Presentations of investigations.

Some major goals for students in the gifted program are:

A. Affective Domain

1. Student will be or become an active learner who initiates independent study.
2. Student will grow in willingness to risk failure in order to try something he wants to do.
3. Student will know or find out that he is improving his intellectual skills.
4. Student will learn social skills to gain a better interaction with all peers.

B. Cognitive Domain

1. Student will learn deeper and wider content.
2. Student will learn problem-solving skills.
3. Student will learn critical thinking skills.

4. Student will learn creative thinking skills.
5. Student will develop divergent thinking skills and engage in creative expression.
6. Student will develop larger vocabularies.
7. Student will develop better communication skills.
    a. With self (log).
    b. With others.
        (1) Discussion.
        (2) Written.
        (3) Expressive.
8. Student will learn appreciation for our civilization.
    a. History.
    b. Music, art, architecture.
    c. Literature and Drama.

C. Tools

1. Student will learn the skills of research.
2. Student will learn to use skill tools.
    a. Generic; can be used in any subject.
    b. Specific; can be used in one area only.

THESE GOALS ALL LEAD TO THE PRINCIPAL OBJECTIVE:

Each student will plan and carry out independently an investigation (study) of a topic of interest to the student.

Different students are ready to do this at different times, some requiring more time to learn the necessary skills involved and/or to feel motivated to go forward with an investigation.

PRIMARY OBJECTIVES involved in carrying out independent studies include:

A. Affective Domain

1. Establishment of positive attitudes toward the learning process.
2. Clarification of degrees of self-motivation.
3. Encouragement of future exploration of high interest areas.

B. Cognitive Domain

1. Encouraging students to work independently toward the development of their own interests.
2. Developing a variety of retrieval skills necessary for valid research.
3. Exposure to technical skills advantageous to creative expression of ideas.

Evaluation is carried out by the teachers and the students together using:

1. Check lists.
2. Rating scales.
3. Observations.
4. Class critiques.
5. Pre- and post-surveys of skills in deficit areas.
6. Logs kept by teachers and by students.
7. Products assessments.

The curriculum for the Ocean Springs gifted program was developed under the above philosophy. It is meant to be used as a guide, and not as a manual giving step-by-step procedures. The curriculum guide was formulated under sixteen or seventeen broad areas of concern with a listing of specific topics which could be implemented at each grade level. These broad areas and units under them are not considered mandatory, but are written as examples of suggested activities.

SOURCE: Anne T. Johnson, Teacher--Gifted Class, Ocean Springs High School, P. O. Box 729, Ocean Springs, MS 39564. PERMISSION GRANTED.

According to the Springboard Curriculum Guide for Grades 2-12, of the Ocean Springs, Mississippi, School District, students receive credit for the work accomplished in the enrichment program, beginning at the ninth grade level. Because of the emphasis on research, a mentor is often selected to work with each student. More in-depth logic problems and group discussion are used.

Following is a list of the objectives for the four-year secondary program. These are used only as guidelines since each student's program is totally individualized.

RESEARCH OBJECTIVES -- SECONDARY LEVEL:

1. To identify and incorporate into research the steps in critical thinking.
2. To identify and discuss the nine Basic Methods of Research.
3. To pursue a topic of one's own interest through research.
4. To use Library Card Catalogue, Reader's Guide to Periodical Literature, various subject indexes of articles in print, ERIC, microfiche, vertical files, government documents, etc.
5. Based on individual interest areas, to prepare a proposal stating:
    a. Statement of problem
    b. Objectives
    c. Rationale
    d. Procedures
    e. References
6. To defend proposal before a group of educators.
7. To confer with mentors and other experts to gain first-hand knowledge concerning interest areas.
8. To compose and administer questionnaires/surveys to gain data for independent study.
9. To discuss format differences in Turabran, Campbell, and A.P.A. styles of research papers.
10. To synthesize research materials and media information to create the finished product which consists of:
    a. Title page
    b. Outline
    c. Text
        1) Introduction
        2) Review of literature
        3) Conclusions
        4) Suggestions for further study
        5) Bibliography
        6) Appendix

11. To illustrate creatively the independent study stressing a multi-sensory approach. Examples: collages, dioramas, replicas, mobiles, paintings, sketches, displays, photographs, graphs, charts, maps, transparencies, games, simulations.

12. To present the independent study to a specific audience for enlightenment and exchange of ideas.

13. To research in small groups specific issues, questions, or solving research scavenger hunts.

CURRENT EVENTS OBJECTIVES -- SECONDARY LEVEL:

1. To become aware of current political, national, international, and local events through the reading of newspapers and magazines.

2. To research a particular issue or event back to its origins to gain a more complete understanding.

3. To debate the pros and cons of current issues.

4. To choose one topic, event, or personality

   a. Research it
   b. Illustrate it visually/auditorily
   c. Present it orally to the class

5. To simulate news stories, issues.

6. To incorporate creative visuals or aurals whenever possible to further illustrate an event.

7. To invite guest speakers to elaborate on current issues.

8. To research other periods of history/government to compare to today, or to assess on its own merits. Example: Humanism vs. Philosophy of Machiavelli as stated in the Prince.

PSYCHOLOGY OBJECTIVES -- SECONDARY LEVEL:

1. To introduce, research, and discuss mental illnesses including psychoses, neuroses, schizophrenia, depression, phobias.

2. To investigate transactional analyses and plot individual egograms.

3. To research and discuss values clarification issues. Examples:

   a. Inherited diseases like Huntington's chorea
   b. Euthanasia--legal, moral, and monetary aspects
   c. Genetics
   d. Relation of church and state
   e. Abortion
   f. Old people

4. To inform students about cults, their means of persuasion, brainwashing, etc.; and to guide students to research particular cults in small group activities.
5. To assess value priorities through the use of inventories.
6. To simulate or debate social issues from both a pro and con approach.
7. To research and analyze dreams.
8. To explore psychic phenomena.
9. To analyze handwriting as a key to personality traits.
10. To assess personal characteristics (desirable, undesirable, projected) through creative expression. Example: a) student writes name vertically on paper; b) student chooses adjectives/adjective phrases that describe the student and also begin with letters of his/her name, as:

    C - concerned
    I - intelligent
    N - ____________
    D - doubtful
    Y - young

11. To read and critique one self-improvement book orally for class. Incorporate visual-aural aids and involve fellow students in follow-up disucssion.
12. To measure and discuss aggression vs. assertiveness using the Bernreuter Scale.

LOGIC AND PERCEPTUAL SKILLS:

1. To solve mind benders beginning at the C-1 level.
2. To solve mazes to increase perceptual ability.
3. To complete consonym exercises.
4. To research and compute math contest questions as taken from Games magazine.
5. To work with tangrams.
6. To attemptchallenging puzzles, games, etc. as found in Games magazine.

SOURCE: Springboard Curriculum Guide for Grades 2-12, Ocean Springs School District, Ocean Springs, MS 39564. PERMISSION FROM Anne T. Johnson.

MISSISSIPPI

CHALLENGE PROGRAM
Secondary Level
Columbia Public Schools

Columbia Public Schools support the philosophy that every student should be provided appropriate educational programming. Hence, a program which challenges talented and gifted students at the secondary level is a determined need in the District. Columbia High School's Challenge Program utilizes an independent study approach although the students begin the exploration process as a group and continue throughout the semester to be involved in sharing within the group and among other groups. Students spend a minimum of five hours per week in the Challenge Lab. The student plans his independent study, presents it to a committee for approval, and then carries it through to completion.

A course outline for one semester's work follows:

Weeks #1 and #2: Group dynamics activities, discussion of goals, discovery of interest areas.

Weeks #3 and #4: Group exploration of topics (Handout #1) and resources. Identify specific topic for independent study. Spend three days at the library (school, city, and university) developing a list of available references.

Weeks #5 and #6: Write the proposal for independent study (Handout #2), and present it to the committee for talented and gifted students for approval.

Weeks #7 through #16: Independent projects. Each student has an out-of-school advisor who is an expert in the area of his study. This person may be a community resource person or a professor at the University of Southern Mississippi. Students are excused from other classes up to six days each semester to meet with advisors, work in the library at USM, or take field trips that relate to their studies. Additional days may be excused if needed, provided the student is keeping up in all classes.

Special Educational Services
Handout #1

Columbia Public Schools

TOPICS FOR INDEPENDENT STUDY

Operations of a Small Department Store
Principles of Marketing and How They Apply to a Large Chain Store
Interior Design as a Career Choice
Duties of the Practicing Attorney-at-Law
German Language
Aeronautical Engineering as a Career Choice
Selected Woodwind Instruments with Emphasis on Performance Skills
Physical Therapy
Career Choices and Training in the Field of Psychology
Photography as a Career
Basic Principles of Astronomy
War Crimes
Survey of the History of Music and the Development of Instruments
French Language
Causes and Treatment of Mental Retardation
Careers in Medical Technology
Basic Techniques of Taxidermy
Creative Writing
Veterinary Medicine
Social Work
Ornithology
Research of Endangered Species of Animals
Book of Revelation
Psychiatry
Violence on Television
Capital Punishment
Improvement of Reading Skills
Needlework
Child Abuse and Neglect
Spanish Language
Forestry and Foresters
Amateur Radio Communications
Organic and Biochemistry
Fashion Design
Kindergarten Teaching
Mormon Religion
Primitive Art
Music Therapy as a Career Choice
Wildlife Conservation as a Career Choice
The Effects of Drug Abuse

Special Educational Services
Handout #2

Columbia Public Schools

OUTLINE FOR PROPOSAL FOR INDEPENDENT STUDY

Title Page

I. Introduction

Statement of Problem (This is a short paragraph that states your problem in sentence form.)

Objectives of the Study (The objectives may be listed but should be complete sentences. They tell "what" you want to learn.)

Purpose of the Study (This should be in paragraph form and should answer the "whys" of the study. It should also tell why the study will be of value to you and others.)

Procedures of the Study (This section will tell exactly--perhaps in step form--how you will accomplish the objectives you have set.)

II. List of References

List all materials that are available that you can locate in the school library, public library, and the university library. This does not mean that you will have to use all of these, only that they are available.

Education of the Gifted
Through
Independent Study

Semester Evaluation

Date ______________

Student's Name ______________________________

Teacher's Name ______________________________

Out-of-School Advisor's Name ______________________

Title of Independent Study Project ________________

____

List Objectives Met:

List Objectives Not Met:

Evaluation of Project:

FINAL PROJECT OUTLINE FOR INDEPENDENT STUDIES

I. Introduction

Revise part one of your proposal and write it in the past tense.

II. Body of the Report

The nature of your project will determine how the body of your report is developed. You will need to make an outline for the information you have gathered. If the body is written like a research paper, it must be in the third person. You do not have to use footnotes but you must keep a list of all references. Be sure that your outline shows that you have fulfilled each objective that you set for yourself.

III. Summary of How You Have Shared Your Study With Others

IV. Evaluation of Project

React in writing to each objective and each procedure. Tell whether you completed each and why or how.

V. Evaluation of Challenge Lab

Tell what you liked, what you did not like, what you would like to change, why and how.

VI. List of References

List all references that you have used including pamphlets, books, films, interviews, field trips, tapes, etc. (List only the title, author, etc. Do not list summaries.) Do not list materials you did not use.

VII. Appendix

Include your calendars, your accounts of field trips, films, tapes, interviews, letters written and responses, etc. These do not have to be re-written if your originals are legible. If you received catalogs and materials that you did not list in your references, please list them in the appendix.

SOURCE: Lela A. Alcorn, Director, Special Educational Services, Columbia Public Schools, Columbia, MS 39429. PERMISSION GRANTED.

NEVADA

The Clark County School District's Academically Talented Program was legislated as part of Special Education by the 1973 Nevada State Legislature. (NRS 388.440 and 388.490)

The law recognizes individual differences among children and the need for education for every child in terms of his potentiality, and provides for special educational services for academically talented students between the ages of four and eighteen.

The academically talented in Clark County are those students who, by virtue of outstanding mental ability, (upper 2 percent in intelligence as designated by the specified intelligence test and the upper 10 percent in achievement in at least two academic areas as designated by the specified achievement tests) are capable of high performance and require differential educational programs and/or services beyond those normally provided by the regular school program.

A caseload of a full time teacher of the academically talented shall not exceed sixty-five (65) students with no more than ten (10) in a group at any one time. The number of students at any one time is increased to fourteen (14) within secondary schools.

Although academically talented students receive regular classroom instruction, they are scheduled for special educational services throughout the week. In the elementary grades, students receive a minimum of one hundred and fifty (150) minutes per week of enrichment. In junior high schools, students elect one class period per day for A. T. In senior high schools, students are scheduled to meet with a counselor who insures that their special needs are met within the school curriculum.

With this in mind, the District adopted a modified form of the Life-Involvement Model (LIM), developed by Drs. Kapfer and Woodruff of the University of Utah, as the curriculum model for the Academically Talented Program. The model emphasizes that greatest gains are made when students are allowed to pursue interests they have identified by themselves or with the teacher of the academically talented. Through this model teachers can facilitate independent study, a challenge in thinking processes as defined by Bloom's Taxonomy, creative thinking as defined by Frank Williams, and interaction of students with others of high ability. (Acceptance of self, self-management, and self-evaluation also play a role in the A. T. classroom).

The community resource system (Mentor Program) includes over one hundred and fifty (150) community people and businesses who have volunteered to work with the identified academically talented students either at their place of business or in the school, on a one-to-one or small group basis.

SOURCE; Julie Cooper, Coordinating Teacher, Academically Talented Program,
% Will Beckley Elementary School, 3223 South Glenhurst, Las Vegas,
Nevada 89121. PERMISSION GRANTED

CURRICULUM MATRIX OF THE
CLARK COUNTY, NEVADA, SCHOOL DISTRICT

The Clark County School District in Nevada has designed a Curriculum Matrix which diagrams a dozen areas, with multiple sub-areas, comprising their Academically Talented Program. Following is a listing of these topics and sub-topics:

BUSINESS AND ECONOMICS

- typing
- banking
- business machines
- manufacturing
- home maintenance

FOREIGN LANGUAGES

- French
- German
- Spanish

PHILOSOPHY, PSYCHOLOGY, RELIGION

- psychic phenomena
- religious holidays
- rehabilitation
- mythology

INDUSTRIAL ARTS

- engines
- aviation
- graphic arts
- auto mechanics
- photography
- printing

MATHEMATICS

- algebra
- computers
- advanced math
- career related math
- geometry

SCIENCE - PHYSICAL

- sound
- weather
- machines
- archeology
- oceanography
- chemical change

- NATURAL

- plants
- animals
- zoology
- human body
- microbiology
- agriculture

SOCIAL STUDIES

- Indians
- anthropology
- transportation
- sociology
- urbanization
- farm life
- U. S. History
- Nevada
- geography
- American government
- Europe

LANGUAGE ARTS

- journalism
- communication arts
- world literature
- biography
- poetry

HEALTH AND SAFETY

- dentistry
- first-aid
- bicycle safety
- recreation

PHYSICAL EDUCATION

- school sports
- organizations
- professional sports
- fitness

HOME ECONOMICS

- clothing
- food
- home management
- home decorating
- gardening

FINE ARTS

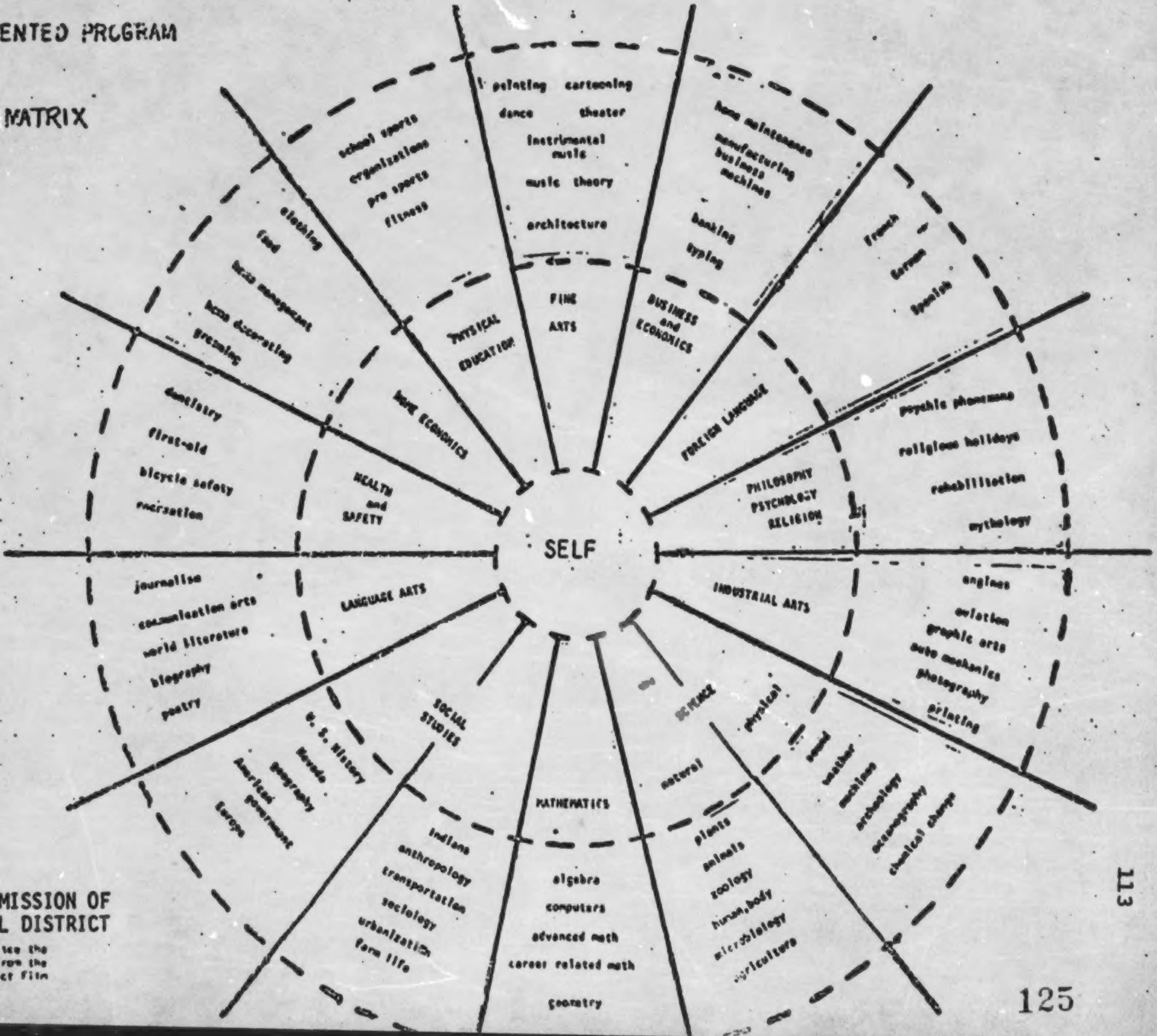
- painting
- cartooning
- dance
- theater
- instrumental music
- music theory
- architecture

A copy of the Matrix is given on the next page.

ACADEMICALLY TALENTED PROGRAM

CURRICULUM MATRIX

SOURCE: Julie Cooper, Coordinating Teacher, Academically Talented Program, % Will Beckley Elementary School, 3223 South Glenhurst, Las Vegas, NV 89121.


SELF
FINE ARTS
painting
cartooning
dance
theater
instrumental music
music theory
architecture
BUSINESS and ECONOMICS
home maintenance
manufacturing
business machines
banking
typing
FOREIGN LANGUAGE
French
German
Spanish
PHILOSOPHY PSYCHOLOGY RELIGION
psychic phenomena
religious holidays
rehabilitation
mythology
INDUSTRIAL ARTS
engines
aviation
graphic arts
auto mechanics
photography
printing
SCIENCE
physical
sound
weather
machines
archeology
oceanography
chemical change
natural
plants
animals
zoology
human body
microbiology
agriculture
MATHEMATICS
algebra
computers
advanced math
career related math
geometry
SOCIAL STUDIES
U. S. History
Nevada
geography
American government
Europe
Indians
anthropology
transportation
sociology
urbanization
farm life
LANGUAGE ARTS
journalism
communication arts
world literature
biography
poetry
HEALTH and SAFETY
dentistry
first-aid
bicycle safety
recreation
HOME ECONOMICS
clothing
food
home management
home decorating
grooming
PHYSICAL EDUCATION
school sports
organizations
pro sports
fitness

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CLARK COUNTY SCHOOL DISTRICT

For additional subtopics, see the "Subject Matter Outline" from the Clark County School District Film Catalog.

NEW JERSEY

New Jersey has initiated an active leadership role in the area of Gifted and Talented education since part of New Jersey's "Thorough and Efficient Education" legislation pinpoints the more able students as requiring special education opportunities.

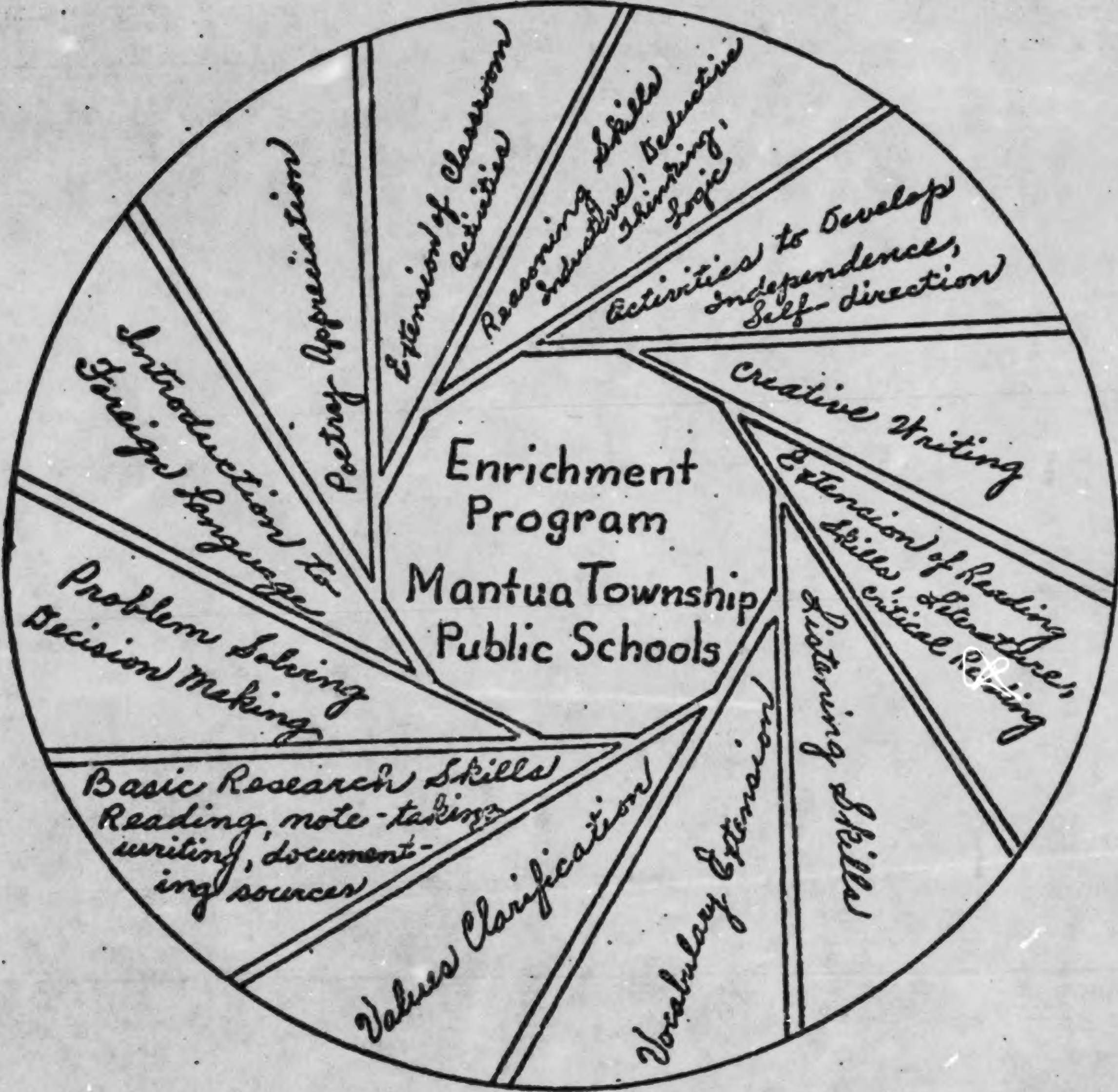
New Jersey has joined with Connecticut, Rhode Island, New Hampshire, and Vermont to form a five-state consortium, known as the "Northeast Exchange", which is dedicated to the pursuit of meeting the special needs of gifted children. The consortium has listed the following general goals and objectives:

1. to increase the number of gifted and talented children and youth in existing programs of "qualitatively different educational experiences";
2. to increase the number of local educational agencies that are providing such programs;
3. to stimulate professional public and private awareness of the needs of the gifted for the purpose of increased state and local funding; and,
4. to increase state and local educational agencies' technical knowledge of gifted educational programs at all levels.

In September, 1977, Mantua Township Public Schools opened supplementary classes for the more academically able students in grades two through six. One teacher was assigned in each school to set up the class and provide a program.

This program is currently being evaluated. Revisions will be made as needs are determined. Parents as well as school administrators, classroom teachers and involved students, will be asked for opinions and suggestions that will aid the enrichment teachers in identifying and meeting these needs.

SOURCE: Enrichment Program, Mantua Township Public Schools. Mantua Township Board of Education, Dr. H. Simmerman Bldg., Box 39, R.R. #2, Main Street, Sewell, NJ 08080. PERMISSION GRANTED.


Enrichment Program
Mantua Township Public Schools
Poetry Appreciation
Extension of Classroom activities
Reasoning Skills Inductive, Deductive Thinking, Logic
Activities to Develop Independence, Self-direction
Creative Writing
Extension of Reading Skills, Literature, critical Reading
Listening Skills
Vocabulary Extension
Values Clarification
Basic Research Skills Reading, note-taking writing, document-ing sources
Problem Solving Decision Making
Introduction to Foreign Language

—1979 · 1980—

NEW JERSEY

DESCRIPTIVE PROFILE - GIFTED CHILD PROGRAM - GRADES 3-4-5
NEW PROVIDENCE SCHOOL DISTRICT, NEW PROVIDENCE, NEW JERSEY

RATIONALE: Chapter 8 of the New Jersey Administrative Code requires that specialized instructional programs and services be made available to children who are identified as "gifted" or "talented". In compliance with this mandate, and in accordance with the basic philosophy of providing for the individual needs and varying potentials of all children, the program for gifted children has been established in the New Providence Public Schools. The plan allows for the periodic grouping of gifted and creative children to allow them to explore learning activities more deeply while utilizing higher level thinking skills. This arrangement provides mutual stimulation for gifted children and results in increased learning.

SCOPE OF PROGRAM: Present staffing limits the program to children in grades 3 through 5. While the program is designed to accommodate students who are identified as intellectually gifted, activities and experiences in other areas of exceptionality will be included (i. e., scientific ability, leadership, creativity, artistic and writing talents, musical and mechanical skills).

PROGRAM CONTENT: Since the enrichment needs of intellectually gifted children can be met through a wide variety of activities and teaching strategies, program content will be individually prescribed and based on the students' unique interests and talents. However, emphasis will be on helping gifted children become more self-reliant and independent in pursuing learning activities.

SPECIFIC PROGRAM GOALS AND OBJECTIVES:

Goal I - Improvement in self-concept and self-reliance:

- ability to identify personal strengths and weaknesses
- ability to appraise his/her own creative products (self-made)
- confidence in stating and defending opinions and feelings
- ability to initiate and plan a continuous learning program

Activities:

- value clarification activities
- open-ended circle discussions
- questioning the student about his/her feelings about creative efforts and products
- opportunities for student to plan, choose, and organize his school day

Goal II - Improvement in ability to think creatively:

- fluency--ability to generate a number of responses to a stimulus
- flexibility--ability to produce a number of different approaches to a stimulus
- originality--ability to generate a number of unusual responses to a stimulus
- elaboration--ability to expand the initial responses to a stimulus

Activities:

- forced comparison technique (how many ways are a spoon and a car alike?)
- endings to stories (given an unfinished story, how many ways can you end it?)
- product improvement (how many ways could you improve a school bus?)
- relationships (how many things come in pairs?)
- sensory awareness (close your eyes; what sounds do you hear or how many details do you really see in a picture?)
- vocabulary development (how many words can you find that mean the same thing, or how many different meanings for a given word?)
- a variety of art activities

Goal III - Improvement in ability to think critically:

- analysis--ability to break down a concept, pattern or problem into its component parts
- synthesis--arrange, re-arrange, and combine parts to establish a pattern or product not clearly present before
- evaluation--make judgments in terms of internal evidence and external criteria
- problem solving--use a systematic approach to problem solving (identify the problem; gather and organize data; develop criteria; list possible solutions; evaluate solutions in terms of criteria)

Activities:

- comparing (given two newspaper accounts, the student will list similarities and differences and evaluate points of critical differences)
- classifying (given a pile of books, the student will classify them in many ways and for different purposes)
- finding implications (given a picture of a person sitting under a tree, the student will be able to list possible outcomes of the situation)
- making predictions (given a science experiment, the child will be able to hypothesize about the outcomes)

IDENTIFICATION AND SELECTION PROCEDURES:

1. The gifted child program teachers will review the cumulative folders of all children in grades 3, 4, and 5 for the purpose of selecting an initial list of pupils who may be eligible for participation. The specific selection criteria used are as follows:

   a. Evidence of a superior score on an intellectual ability test.
   b. Reading level at least two years above grade level.
   c. Data obtained from teachers relative to the child possessing traits which appear to be characteristic of giftedness.
   d. The student's past school record indicating some evidence of potential for enrichment activities.

2. As a cross-reference, the gifted child program teachers will confer with past and present teachers of the children being considered. New names may be added for consideration at this point upon recommendation of teachers or building principals.

3. A school committee, at each building level, reviews the list of eligible students and selects those who will be invited to participate in the program. Members of this committee shall include the building principal, school psychologist, learning specialist, past and present teachers, and the gifted child program teacher.

4. Gifted child program teachers will arrange an orientation meeting with parents of children selected to discuss the goals of the program, secure the parents' approval since the program is voluntary, and develop further insights about the student and his interests from a parental perspective.

5. An individual program and a scheduled time for participation for each child will be finalized.

SCHEDULE OF INSTRUCTION: The gifted program teachers will spend two full days per week in each building during which time each child will receive approximately two hours of formal instruction per week.

GROUPING FOR INSTRUCTION: Depending on the instructional needs as determined by the teacher, students will be scheduled by separate grade levels except when an activity is appropriate to all grades.

EVALUATION: Whenever a special program is implemented, it is advisable to determine its effectiveness through appropriate evaluation. Accordingly, the Ross Test Of Higher Cognitive Processes will be used in the fifth grade to assess individual student progress in more complex thinking skills such as critical thinking, problem solving, inquiry methods, evaluation, analysis, and logical thinking.

SOURCE: BOARD OF EDUCATION, Special Services Department, 340 Central
Avenue, New Providence, New Jersey 07974. PERMISSION GRANTED.

NEW JERSEY

DESCRIPTIVE PROFILE - MIDDLE SCHOOL GIFTED CHILD PROGRAM

NEW PROVIDENCE SCHOOL DISTRICT, NEW PROVIDENCE, NEW JERSEY

RATIONALE: Chapter 8 of the New Jersey Administrative Code requires that specialized instructional programs and services be made available to children who are identified as "gifted" or "talented". In compliance with this mandate and in response to recommendations of the Middle School Gifted Child Committee, the Board of Education has approved the extension of the present Gifted Child Program to include selected students in grades 6, 7, and 8.

SCOPE OF PROGRAM: Eligible students in grades 6 through 8 will have an opportunity to participate in a maximum of 2 out of 4 subject areas--social studies, science, mathematics, and language arts. Students on each grade level will participate in a program of enrichment one instructional period per week in the specific subject(s) for which they are chosen.

PROGRAM CONTENT: While the content instruction will emphasize specific academic subjects, the emphasis will be on helping students become more skilled in thinking creatively and critically. Bloom's higher level thinking skills and Taylor's talent development model will be considered in the development of learning activities.

SPECIFIED SELECTION CRITERIA:

1. A measured intellectual level of approximately 130 or above.
2. Reading level at least two years above grade norm.
3. Validation from the current subject teacher that the student has demonstrated evidence of potential for enrichment activities and has an unusual committment towards learning.
4. An academic grade of 1.5 or better in the specific subject(s) for which the student is recommended.

PRELIMINARY IDENTIFICATION OF STUDENTS: Prior to the end of school, a list of students in grades 5, 6, and 7, who appear to meet selection criteria #1 and #2 above, will be reviewed by teachers and ranked according to degree of acceptability for enrichment activities. The names of any student not included on the review list may be added by teachers who have strong feelings that the child should be considered.

FINAL SELECTION OF STUDENTS: During the first two weeks of school in the Fall, time will be made available for teachers in the Gifted and Talented Program to select from the preliminary identification list those students who will actually participate in the program. Helping in this selection process will be a building committee consisting of the principal, guidance counselor, and past and present teachers.

ENROLLMENT PROJECTION: A maximum of 8 students will be scheduled in each of four subject areas. As stated previously, no student shall be scheduled in more than two subject areas.

SOURCE: BOARD OF EDUCATION, Special Services Department, 340 Central
Avenue, New Providence, New Jersey 07974. PERMISSION GRANTED.

NEW JERSEY

The Wanaque Borough School District of Haskell, New Jersey, provides a "differentiated educational program for students whose academic and creative performance or potential requires an alternative environment in which to develop," according to their attractive little handbook, describing GCT, their Gifted, Creative, and Talented Program, charmingly illustrated by Susan J. Moloney.

GCT combines a serious and creative approach to learning that involves the "responsible participation of students in the cooperative design of a contract that will guide the learner toward a resolution or course of action in response to an identified problem."

Children report to the Gifted Resource Room when they would otherwise participate in Social Studies classes. Social Studies is the curriculum through which the objectives of the GCT program are pursued, and is considered to be the curriculum area that best lends itself to integrating all areas of the curriculum, according to the Handbook.

GCT supplements and extends pupils' learning experiences, including those of the regular curricula, through a variety of enrichment and acceleration strategies that focus a great deal on thepersonal interests of the child.

The GCT Handbook delineates three Program Objectives:

1. To bring meaning and direction to the problem-solving method.
2. To develop and nurture a creative approach to problem-solving.
3. To reinforce a combined sense of independence and responsibility.

Program evaluation has taken the form of parent, pupil and staff surveys combined with ongoing observations and dialogue among all concerned parties.

"Much thought and planning has been devoted to GCT. It is based upon sound educational philosophy and practice that integrates, rather than isolates, the learner's experiences. GCT is, simply, an application of the learning process."

Further information may be obtained by writing to: Lawrence Mendelowitz, Principal, OR Bernice Colefield, Teacher of Gifted, Haskell Elementary School, 973 Ringwood Avenue, Haskell, New Jersey 07420.

SOURCE: GCT, the Gifted, Creative, and Talented Program of the Wanaque Borough School District, Haskell Elementary School, 973 Ringwood Avenue, Haskell, New Jersey 07420.
PERMISSION GRANTED.

NEW JERSEY

Judie Bayles, Gifted/Talented Supervisor for Ramsey Schools in Ramsey, New Jersey, says the purposes of Ramsey's Enrichment Program for Talented Students can be summarized in three broad areas:

> Identifying and providing educational challenge for the gifted/talented child;
>
> Maintaining normal peer relationships within the regular school routine;
>
> Aiding the classroom teacher to incorporate the talented students' gifts to provide a richer learning environment for all.

Scheduling

Three elementary schools and one middle school and high school are served by two full-time teachers and one part-time enrichment teacher. Enrichment classes are coordinated with the regular classroom teacher, and generally, grade levels are not crossed.

Groups regularly meet once a week for about an hour. During special projects (TV taping, field trip study units, resource visitors, etc.), the meetings may be more frequent. Where possible, extra time is provided for work with individual students in a particular interest area (i.e., two or three top math students working together).

Program Content

A variety of activities are offered to increase thought processes in positive ways. Children help direct content and are encouraged to share and develop specific interests, talents, and hobbies. Enriching and challenging pursuits, not acceleration, are stressed. Creative expression is encouraged. Individual initiative in the learning process is applauded. Higher levels of thinking, scientific inquiry and discovering new solutions to individual problems are included in the normal routine.

Due to the diversity of interests and levels in the program there is no "typical" class, but broad areas covered are science, social studies, mathematics, current events, vocabulary, and creative expression. Some specific activities include:

1. Classes have had outdoor "Observation Outings" involving nature study on school grounds. Tools used (frequently the students' first contact) were magnifying glasses, binoculars and microscopes. Observation sheets were filled out, and in some cases, cassette players were used for recording data. Third and fourth grades had special classes at Campgaw Nature Center. Appreciation and respect for nature's wonders were emphasized.

2. Students have started a "Science Experiments" file of personal discoveries made during class experimentation. The importance of scientific methods is stressed through recording procedure--with Process, Results and Conclusions formulated by the students. Experiments were selected for "learning with enjoyment," and have included work with optical illusions, picture transfers, rock identification, and learning the metric system using metric scales, jellybeans, cookies and familiar objects. There have been lessons on many science tricks, minerals, the universe, shells, and large numbers (exponents, infinity, goodol (10^{100}). The children's curiosity is insatiable for a wide variety of informational data!

3. Each group has its own word chart, and each has given its own special title to it: Our Luminous Lexicon, Our Splendid Vocabulary, Our Wonderful World of Words, Our Spectacular Terminology, Our Weird Words, etc. This seems to be a highlight of the meetings--or at least the one continuing weekly theme. Each child brings in his "own" word and shares it with everyone. Often the lesson becomes an offshoot of the discussion generated by the definition of a particular word. Then the student adds his word to the class chart, sometimes quite uniquely in picture-form; always in his/her individual fashion. A tape recorder is also used with the word discussion. The students have become very proficient with the dictionary and thesaurus through this vocabulary work. All have increased vocabularies as well as appreciation for the excitement, beauty and variety of our language. (Test yourself on these: pillion - izzard - xanthis- vermivorous !) Other words are simply personally enjoyable to their "owner". (Fanciful, fluffy, love.)

4. "Astronomy Outings" have been held. After studying the solar system in class (making constellation projectors, drawing orbit charts, etc.), fourth graders have a chance to visit a local astronomy buff on Star Nights for first-hand observation.

5. Pantomime, dramatic skits, improvisational drama, strobe light fun, and "Poetry Pot" activities have been experienced by all classes. The students respond enthusiastically to these opportunities to step outside the bounds of normal play activities.

6. TV taping by fifth-graders provided a wide range of learning experiences. Local election issues were studied and students created skits to highlight main issues. Research led to formulation of questions to ask candidates, who were invited to the schools to be interviewed and taped by the students. Techniques of TV taping were mastered. A trip to WNEW-TV News was taken. An hour-long show was taped and shown to all fifth-grades at election time, most successfully.

7. Field trips are part of the program to help broaden the students' experience base, or to follow through on a particular study unit. Trips have included William Paterson College, local banks, Stone House Museum, Campgaw Nature Center, Metropolitan Opera for Danny Kaye's "Look-in," High School Science Department, Municipal Building, visits to town meetings, and the WNEW-TV experience. Visits have also been taken to local businesses and hobbyists.

8. Games-Puzzles-Stumpers. A good deal of time is spent in "brain-stretching" through mental problem-solving involving a careful blend of both "fun" and purely intellectual games. Values and moral dilemmas are discussed frequently, as these students are highly concerned with human values, ideals, and their own identities. The inquiry method is helpful in encouraging them to find their own solutions to any questions raised. Current events also provide discussion topics and learning activities.

9. Resource Visitors are frequently invited to share their expertise and/or experiences. They are an important source of specialized information and knowledge. A New York News pressman showed the students how a newspaper is made, a pilot/navigator taught them to read navigational weather maps, a wild flower expert helped them identify local plants, a Greek lady taught them the Greek alphabet, etc.

10. It is important to carry basic research tools at all times in order to be prepared for the students' enthusiasms. Tools include a wide variety of information books, microscope, binoculars, magnifying glasses, prism, dictionary, thesaurus, poetry books, plus science sundries and current events items. (Also cassett and tapes). The students are encouraged to share their interests and bring in a wide variety of items and ideas to be researched and/or examined on-the-spot. Original poems or stories are taped; questions are researched and discussed; small items are examined at peak-interest times. This flexibility and individual attention is one key to the success of a special program for the gifted-talented.

11. The variety of interests among the students has led to individual project involvement. Each student brings in a teaching device to help the rest of the class learn. These have included several types of computers, original plays and songs, geography games and teaching devices, magic lessons, mathematics aids, and many, many others. The students also devise and make models of new inventions.

Maintaining Normal Peer Relationships

No child likes to be "different" in a way which may cause him embarrassment. The Enrichment Program at Ramsey strives to meet the brighter student's special needs within the normal school environment. Students come to enrichment classes as part of a regular school schedule which includes various special classes for many students (i.e., Reading, Speech, Band, Chorus, etc.). Since the Enrichment Program is not stressed as a "Gifted Child Program," elitism labels have been avoided. The class scheduling and size allows working with many children, not merely the top 1% or 2%. Potentially outstanding students can be included. This enhances the meaningfulness of the program and also its acceptability to students, teachers, and the parent community.

Student evaluations of the program have been totally positive. Although inclusion requires extra work, this does not seem to inhibit enthusiastic participation. A gratifying appreciation for the goals and aims of the enrichment program and a desire to prove worthy of it have been observed.

Incorporating the Students' Gifts in the Classroom

A separate, special class for the outstanding student can only meet part of that student's needs. To provide continuity, classroom teachers are an integral part of Ramsey's Enrichment Program. Incorporation of the talented student's gifts in the regular classroom enriches the total school environment. Therefore, teacher communication concerning students' needs, progress, special enrichment projects and possible skill development is maintained through grade level meetings, private conferences, and informal discussions. Students share experiments, study projects, factual information and enthusiasm in the regular classroom, providing an all-important "spin-off" effect which is one of the main objectives. The enrichment teachers frequently visit a classroom with special lessons.

Principals of the three elementary schools in the Ramsey System provide the leadership and encouragement so highly important in the acceptance of any new program. No enrichment program can be successful without this mutual recognition by teachers and administration of the advantages of utilizing student skills to benefit the entire school environment.

Evaluation

Because Ramsey Schools are striving to encourage individual students to recognize and develop their personal gifts, no precise evaluation is possible. Three methods are used to judge the program's impact:

1. Student Evaluations
2. Teacher Evaluations
3. Parent Evaluations

The answers to questions concerning attitudes, learning development, classroom performance, and individual growth help to evaluate the effectiveness of the total program.

SOURCE: Judie Bayles, Gifted/Talented Supervisor, Ramsey Schools,
266 East Main Street, Ramsey, NJ 07446. PERMISSION GRANTED.

BANK STREET COLLEGE

In the March 29, 1981, issue of the publication 3 To Get Ready, Richard R. Ruopp, President of Bank Street College in New York City, gave a "thumb-nail" history of that institution and how it came to publish the "national magazine for the entire family"-- 3 To Get Ready.

In discussing Bank Street's efforts in many different settings, he pointed out that "Bank Street has always put a premium on close observation of children--their stages of development, their environments, and the adults who work with them" Ruopp also states that Bank Street research has made a major contribution to the theory of child development as well as to practice, and that as the world of childhood is influenced more and more by the new electronic technology, "we are extending our research. We are establishing a Children's Electronics Laboratory to study the impact of micro-computers, toys and games, and telecommunications technology on the way children develop, especially on how they develop socially and emotionally."

SOURCE: 3 To Get Ready, Vol. II No. 7, March 29, 1981, published by Media Three Periodicals, Inc., 3 Park Avenue, New York 10016.

NOT ALL GIFTED PROGRAMS ARE "RECENT" OR "NEW"

Fifty years have elapsed since the inauguration of the Major Work Program in Cleveland, Ohio, and dreams of such visionaries as Florence Hungerford and Mrs. Benjamin Bole have become realities.

In October 1921, Denison Elementary School housed the first class for gifted children, grades four, five, and six--a result of the efforts of Florence Hungerford, general supervisor in the Cleveland Public Schools. At the same time a community leader, Mrs. Benjamin Bole, was studying the possibilities of special classes for the gifted. Mrs. Bole was associated with the Women's City Club. When the Education Committee which she chaired became aware of Miss Hungerford's project, they joined forces. The Women's City Club of Cleveland supported the program at the outset, and the Major Work project was approved and accepted by the Cleveland Board of Education in the summer of 1922.

From 1921 to 1927, fourteen elementary and two junior high schools were established as centers for gifted children. Enrichment of the curriculum was emphasized, with the study of foreign language being a unique feature of the program.

As Cleveland's plan for gifted children developed, an experimental Major Work Class was started at O. H. Perry School in 1942, for children who seemed unchallenged by regular school work, yet not quite able to reach the requirements for a regular Major Work Class. As time passed a number of similar classes were started. By the school year, 1944-45, these classes were referred to as Enrichment Classes.

In the decades of the forties and fifties, the Cleveland Public Schools developed a program for gifted pupils from the primary grades through the high school years.

Thus, from a modest beginning, the program, which at one time was called the "greatest experiment in education," has grown and developed into a program that is providing beneficial educational experiences for children with high intellectual and/or academic ability.

SOURCE: Excerpted from "The Right to Be Accepted, Respected, Educated: Programs Serving the Exceptional Child," Cleveland Public Schools.

OBTAINED FROM: Victoria A. Mosely, Supervisor, Major Work/Honors Classes, Cleveland Public Schools, 1380 East Sixth Street, Cleveland, Ohio 44114. PERMISSION GRANTED.

OHIO

The Akron, Ohio, Public School System implemented a pilot program in mathematics and science for the elementary grades funded by the Ohio State Department of Education, through a Title IV-C three-year developmental and innovative grant for the period from 1978-81. The program was designed to challenge children who have high academic abilities and achievement. According to Dr. J. David Keller, Program Coordinator for The Exploratory School Program--or "ESP", as it is called--there are four major goals of the program:

- To develop a method of identifying pupils of high ability and achievement.
- To develop modules of instruction that permit the pupils to apply concepts of mathematics and science to research problems.
- To implement a series of teacher workshops to give teachers assistance in working with superior students.
- To implement a series of sessions to inform parents about the program.

During the 1979-80 school year, Keller says 550 pupils from eighteen schools participated in the program.

As a part of its commitment to the Ohio State Department of Education, The Exploratory School Program collected much significant data, which permits the following statements to be reported by Keller:

- The intermediate ESP pupils averaged over three years' growth in mathematics achievement during the 1979-80 school year as tested using the Metropolitan Standard Achievement Test.
- The mean sixth grade ESP student scored PHS (past high school) on the Metropolitan Mathematics Achievement Test (Level, Advanced I - Designed for grades 7.0 - 9.9).
- ESP intermediate pupils showed significant growth over the control schools in library research skills.
- ESP intermediate pupils showed significant growth over the control schools in science process skills.
- Primary ESP pupils' grade level equivalent growth in mathematics achievement averaged close to two years' growth during the 1979-80 school year as tested using the Metropolitan Standard Achievement Test.

During the Spring of 1980, a Curriculum Review Committee was formed to examine the effectiveness of The Exploratory School Program. Questionnaires were completed by parents, ESP school staff, and ESP teachers. Approximately 300 parent questionnaires were completed and returned. Keller says the results of this survey indicated the following.

- Over 71% of the parents noticed an improvement in their child's attitude toward school in general.
- Over 82% noticed an improvement in their child's attitude toward mathematics and science..
- Over 71% noticed an improvement in their child's achievement in both mathematics and science.
- Over 66% of the parents noticed an improvement in their child's self-image.
- Over 51 % noticed an improvement in their child's study skills.
- Over 87% said their child(ren) enjoyed the program.
- Over 96% of the parents indicated that there is a need for a program for children of high ability.

The staff questionnaire was completed by 135 teachers. The results of the staff responses, Keller indicates as:

- Over 62% of the teachers indicated a need for a gifted program.
- Over 64% of the teachers responding indicated that the pupils improved in their ability to work independently.
- Over 46% of the teachers responding indicated that the pupils had improved in their problem-solving skills.

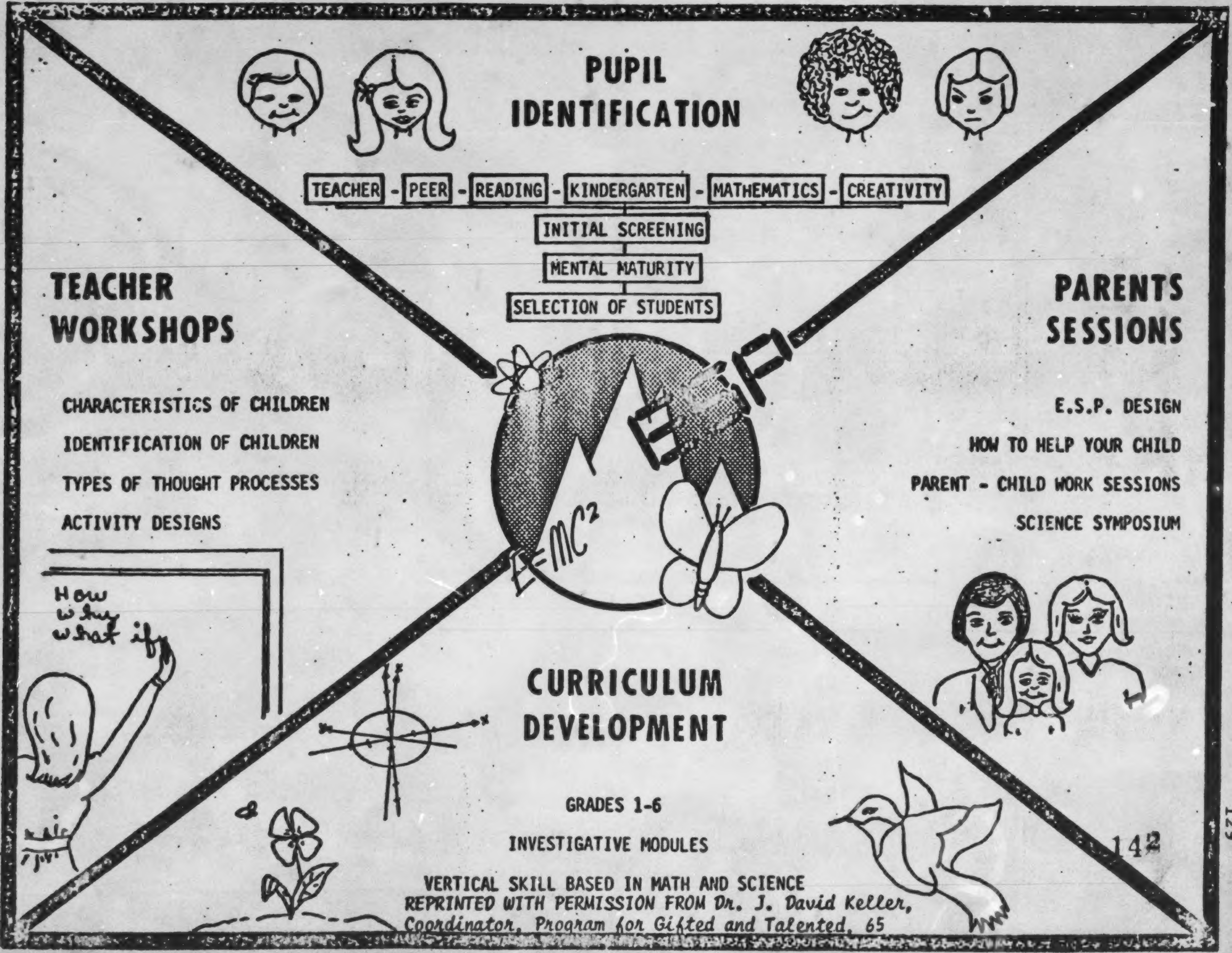
The ESP teacher questionnair was completed by 27 teachers. Keller reports those results as indicating that:

- Over 81% of the teachers noticed that their pupils improved in their ability to work independently.
- Over 62% of the teachers indicated that they noticed the pupils had improved in problem-solving skills.

More information may be obtained by writing to:

Dr. J. David Keller, Coordinator
Gifted and Talented Program
65 Steiner Avenue
Akron, Ohio 44301

SOURCE: "Report of Accomplishment of The Exploratory School Program, 1979-80," by Dr. J. David Keller, Coordinator, Gifted and Talented Program, 65 Steiner Avenue, Akron, Ohio 44301. PERMISSION GRANTED.



PUPIL IDENTIFICATION

TEACHER - PEER - READING - KINDERGARTEN - MATHEMATICS - CREATIVITY

INITIAL SCREENING

MENTAL MATURITY

SELECTION OF STUDENTS

TEACHER WORKSHOPS

- CHARACTERISTICS OF CHILDREN
- IDENTIFICATION OF CHILDREN
- TYPES OF THOUGHT PROCESSES
- ACTIVITY DESIGNS

PARENTS SESSIONS

- E.S.P. DESIGN
- HOW TO HELP YOUR CHILD
- PARENT - CHILD WORK SESSIONS
- SCIENCE SYMPOSIUM

CURRICULUM DEVELOPMENT

GRADES 1-6

INVESTIGATIVE MODULES

VERTICAL SKILL BASED IN MATH AND SCIENCE

REPRINTED WITH PERMISSION FROM *Dr. J. David Keller, Coordinator, Program for Gifted and Talented, 65 Steiner Avenue, Akron, Ohio 44301*

EXPLORING THE WORLD OF SCIENCE AND MATHEMATICS

Exploring the World of Science and Mathematics is the somewhat broad title of a delightfully well-written and well-illustrated student publication by Gifted and Talented students in the Akron, Ohio, Public Schools. The sub-title is The Journal of Exploratory School Program. Volume 1, No. 1, came off the press in June, 1980, and consisted of sixteen very interesting pages, covering the following articles, interviews, puzzles, and games:

"ESP Students at Riedinger Middle School Build Model Homes"

"Star Light, Star Bright--All About the Life and Death of a Star"

"Key Largo, Florida" (this issue's "Travelogue")

"Interviewing an ESP Teacher"

"COSI--The Center of Science and Industry" (a museum in Columbus, Ohio)

"Want Ads" (presumably real)

"Students Ask" (questions and answers)

"Crossword Puzzle" (but with numbers instead of words!)

"Words to Find" (word puzzle using mathematics and science words)

"Numbers to Find" (puzzle in the shape of "M" for Math; one must solve mathematical problems before finding the answers in the puzzle)

"Crossword Puzzle" (using words and numbers that are the solutions to mathematical questions and operations).

All of these articles, interviews, and puzzles were composed and written by gifted students in The Exploratory School Program (ESP). As indicated on the bottom of the "Table of Contents" page, answers to the puzzles and quizzes appeared in the next issue!

SOURCE: Exploring the World of Science and Mathematics, The Journal of Exploratory School Program, Akron Public Schools, Conrad C. Ott, Superintendent. Dr. J. David Keller, Coordinator, Exploratory School Program, Akron Public Schools, 65 Steiner Avenue, Akron, Ohio 44301. PERMISSION GRANTED.

OHIO

The TAG Program (Talented and Gifted) for Greenville, Ohio, City Schools was founded in answer to parent, staff, and Board of Education concern. In the fall of 1976, a group of teachers requested that the Board of Education consider providing services for the children of above-average potential in the district. The teachers felt that this group of students was not being challenged. The board committed itself at that time to investigate the possibility of a program. The superintendent appointed a committee of teachers to visit existing programs, review current research dealing with the gifted, and to plan inservice programs to acquaint teachers with gifted programs.

The committee received released time to meet as a group and to visit a variety of programs. They recommended in December, 1977, that a full-time coordinator be hired to screen students, develop programs, and plan an administrative structure for the K-12 programs. A coordinator was hired in January, 1978.

The screening of recommended students was done to identify the number of qualified students for a talented and gifted program, as well as to identify the number of teachers that would be needed for the school year 1978-79.

A developmental plan was written and submitted to the Title IV office in the State Department of Education in Columbus, Ohio. The plan received scores high enough to rank it seventh in the priority list by Title IV evaluators. It was not funded by the State, but the Greenville City Schools Board decided to use a modified version of this plan to implement two elementary resource rooms in 1978-79. The junior high program was designed as a pilot program for twenty identified gifted eighth-grade students in the area of Language Enrichment. Another grant was funded by the Jennings Foundation and established an artist-in-residence program for talented students in music and art for the year 1978-79.

Five of the teachers in the first program attended Wright State University and took the beginning course in education of the gifted student. Four grants under the titles of Teacher Grants and Unit Grants were written for grades 2-12, involving twelve teachers as well as 270 students in the regular classroom, in addition to the gifted students and teachers in the TAG program in the elementary schools. Each of the regularly scheduled inservice days has one portion of the day devoted to education of the gifted and talented students.

The need for a talented and gifted program in Greenville City Schools is evident, and the amount of funds supplied for the program by the local board of education makes it clear that this program has a commitment from the community.

SOURCE: Talented and Gifted (TAG): Program for Academically Gifted and Talented Students. Greenville City Schools, Memorial Hall, W. Fourth Street, Greenville, Ohio 45331. Laconda Donovan, TAG Coordinator. PERMISSION GRANTED.

OHIO

According to Charlette E. McQuilkin, Coordinator for Gifted and Talented at Franklin Elementary School in Kent, Ohio, their program was initiated at the beginning of the 1980-'81 school year and concentrates primarily on the gifted children in grades three and four.

The children are taught through guidance activities. The thrust is a process approach, as opposed to a content approach. McQuilkin mentioned that "boundary breakers" were used often. Also used are "Mind-Benders," purchased from Midwest Publishing Company, Bloom's Taxonomy activities, library skills acquisition, creativity activities (Frank Williams' materials, and Junior Great Books discussions.

Three projects a year are expected from the children; during 1980-'81 those projects were: biography, creativity, and collections.

McQuilkin pointed out that she felt they were still "experimenting," and that after the program has been in existence for a longer period, they would "be able to assess the benefits accrued."

SOURCE: Charlette E. McQuilkin, Coordinator for Gifted and Talented, Franklin Elementary School, 6662 Cleveland-Canton Road, Kent, Ohio 44240. PERMISSION GRANTED.

OHIO

Program Update, 1980

Ohio has a history of provision of services for gifted and talented children since the late 1950's when funds were allocated by the General Assembly from 1959-63 to support model programs in local school districts. A state Consultant was employed in the Department of Public Instruction to provide technical assistance to school districts as they planned programs.

A re-emergence of national and state interest and support for gifted programs in the early 1970's culminated in 1975 through the provision of a state plan for the education of gifted children in Ohio, State Standards approved by the Board of Education, and a $200,000 appropriation by The Ohio General Assembly for the 1975-77 biennium. The Funds were allocated to thirteen local school districts based upon priorities which included demonstration of local prior commitment to gifted and talented children, comprehensive support services, provision of a proposal with measurable objectives, and the assignment of qualified personnel. A concerted effort was made to support programs in urban, sub-urban, and rural settings.

With the advent of funding and program standards, many school districts initiated programs based upon the general definition of gifted and talented children as follows:

> Those children identified by professionally qualified persons who by virtue of outstanding abilities are capable of high performance. These are children who require differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their contribution to self and society. Children capable of high performance include those with demonstrated achievement and/or

potential ability in any of the following areas, singly or in combination:

1. General intellectual ability
2. Specific academic aptitude
3. Creative or productive thinking
4. Leadership ability
5. Visual and performing arts.

The instructional program in local school districts is evident in several models or combination of models:

1. Acceleration. A general approach which may lead to programs such as early entrance, telescoping at the elementary level, and individual advanced subject matter programs. Acceleration is an important aspect of meeting the needs of gifted and talented students in that it enables them to start professional careers early and thereby contribute their expertise for a longer period of time.

2. Grouping. An administrative arrangement which may facilitate the implementation of various program models through the use of resource centers, special homogeneous classes, or separate schools. Grouping offers an effective tool for the efficient management of gifted programs and further offers these students the opportunity to be challenged and stimulated through true peer interaction.

3. Enrichment. (Within or beyond regular classroom). A general approach which offers an expanded curriculum for the gifted which extends rather than replaces the general education program. These programs may occur in the classroom utilizing special tutors or mentors as a supplement, or outside the classroom at another agency such as a university or college.

Increased numbers of local school districts which initiated specific programs for gifted and talented children brought an increased appropriation of $600,000 for the 1977-79 biennium. These funds were allocated to 29 school districts based upon compliance with program standards and prior local commitment.

The General Assembly increased the appropriation for the 1979-81 biennium to $4,675,000 based on The State Board of Education's request for 75 units in school year 1979-80 with an additional 175 units in the

1980-81 school year. The allocation of 75 units in 106 school districts represents funding for coordinators of programs on a large city and multi-district base as well as for teachers in individual classroom or resource room models.

There are approximately 200 additional school districts throughout the state which have employed full or part-time teachers or coordinators, or which have initiated committees to make a study of needs and eligibility of students in those districts. Many summer programs have been started as well as Saturday Enrichment Programs designed to supplement the school programs. These are often a cooperative venture between community groups, school personnel, and college and university faculties.

For further information, contact George Fichter, Educational Consultant, Programs for Gifted and Talented, Division of Special Education, 933 High Street, Worthington, Ohio 43085.

SOURCE: Project PROMISE: A Handbook for Administrators. Richland County Public Schools Talented and Gifted Programs, 1980. Susan Cooper, TAG Coordinator, Richland County Public Schools, 50 Park Avenue East, Mansfield, OH 44902. PERMISSION GRANTED.

PROGRAM OPTIONS FOR THE GIFTED

POSSIBLE WITHIN RICHLAND COUNTY, OHIO

1. Early Entrance for Kindergarten or First Grade
2. Non-Graded Primary
3. Ability Grouping
4. Cluster Grouping
5. Enrichment Units by the Regular Classroom Teacher
6. Field Trips
7. Tutoring by Older Students
8. Adult Volunteers
9. Resource Teacher
10. Grade Acceleration
11. Saturday Classes
12. Summer Program
13. Mentors
14. Self-Instruction Materials (Learning Centers, Task Cards Experiments, Games, LAPS, Kits, Programmed Instruction, Tapes, Simulations, Workbooks, Contracts, Independent Study)
15. Continuous Progress Within the Classroom
16. Television Course
17. Independent Study
18. Team Teaching
19. College Assistants
20. Alternative School
21. Counseling/Guidance
22. Honors Classes/Block Scheduling
23. Clubs/Extracurricular Projects
24. Dual Enrollment in Local College
25. Correspondence Courses
26. Advanced Elective Courses
27. Community Programs (Museums, Libraries, etc.)
28. Open Use of Media Center
29. Mini-courses
30. Credit by Examination
31. Individual Conferences
32. Guest Lecturers
33. Matched Pairings

SOURCE: Project PROMISE: A Handbook for Administrators. Richland County Public Schools Talented and Gifted Programs, 1980, p. 100. Susan Cooper, TAG Coordinator, Richland County Board of Education, 50 Park Avenue East, Mansfield, OH 44902. PERMISSION GRANTED.

RHODE ISLAND

Judith M. Edsal is the contact person in the Department of Education for information concerning the education of the gifted and talented children in the State of Rhode Island and Providence Plantations.

According to Edsal, Rhode Island has made considerable progress during 1979 and 1980 on both the state and local levels. The Board of Regents for Education adopted regulations governing State-supported programs conducted at the local school district level. During the 1980 legislative session, the Rhode Island General Assembly appropriated $297,500 to implement the first three categories of giftedness delineated by the state regulations, and $25,000 to support local projects in the visual, literary, and performing arts category.

There are a growing number of local programs or planning efforts operating in the state. If you would like further information, you may write to:

Judith M. Edsal, Project Manager
School/Community Partnership
State of Rhode Island and Providence Plantations
Department of Education
235 Promenade Street
Providence, Rhode Island 02908

TEXAS

Educational Programs for G/T Students Texas Education Agency

STATE FUNDING FOR THE GIFTED AND TALENTED

The Legislative Mandate

Action taken by the 66th Texas Legislature (1979) mandates and provides support for a number of exemplary programs for gifted and talented students as well as replaces related action taken in previous years. House Bill 1610 passed by the Legislature and signed by the Governor amends the Texas Education Code by adding Subchapter J to Chapter 16. Section 16.178 of Senate Bill 350 provides funding not to exceed $2 million for 1979-80 and $3 million for 1980-81 for the exemplary programs. Funding of the programs will be implemented according to the provisions of House Bill 1610.

The key features of House Bill 1610, Educational Programs for Gifted and Talented Students, are:

- Establishes exemplary programs for G/T students under the Foundation School Program. (Section 1)
- Defines "gifted and talented" student as "a student who, by virtue of outstanding mental abilities, is capable of high performance. The student may demonstrate, singly or in combination, above-average achievement or potential in such areas as general intellectual ability, specific subject matter aptitude, ability in creative and productive thinking, and leadership ability." (Section 16.501(a))
- Requires the Agency to establish in various areas of the state a variety of program alternatives that will be representative of different types of districts in terms of size, composition, and geographical influences, and proportionate to the number of G/T students and districts to benefit by their establishment. (Section 16.501 (b))

- Requires the commissioner of education to establish criteria to use in identifying G/T students for the exemplary programs. (Section 16.501 (c))

- Requires a school district or combination of districts to submit an application to the Agency based on guidelines established by the commissioner. To be eligible for funding consideration, a program must be planned and conducted for no less than a full school year. (Section 16.501 (d))

- Requires the Agency to develop and periodically update a state plan for the education of the G/T and to assist local schools in developing planned programs. (Section 16.501 (e))

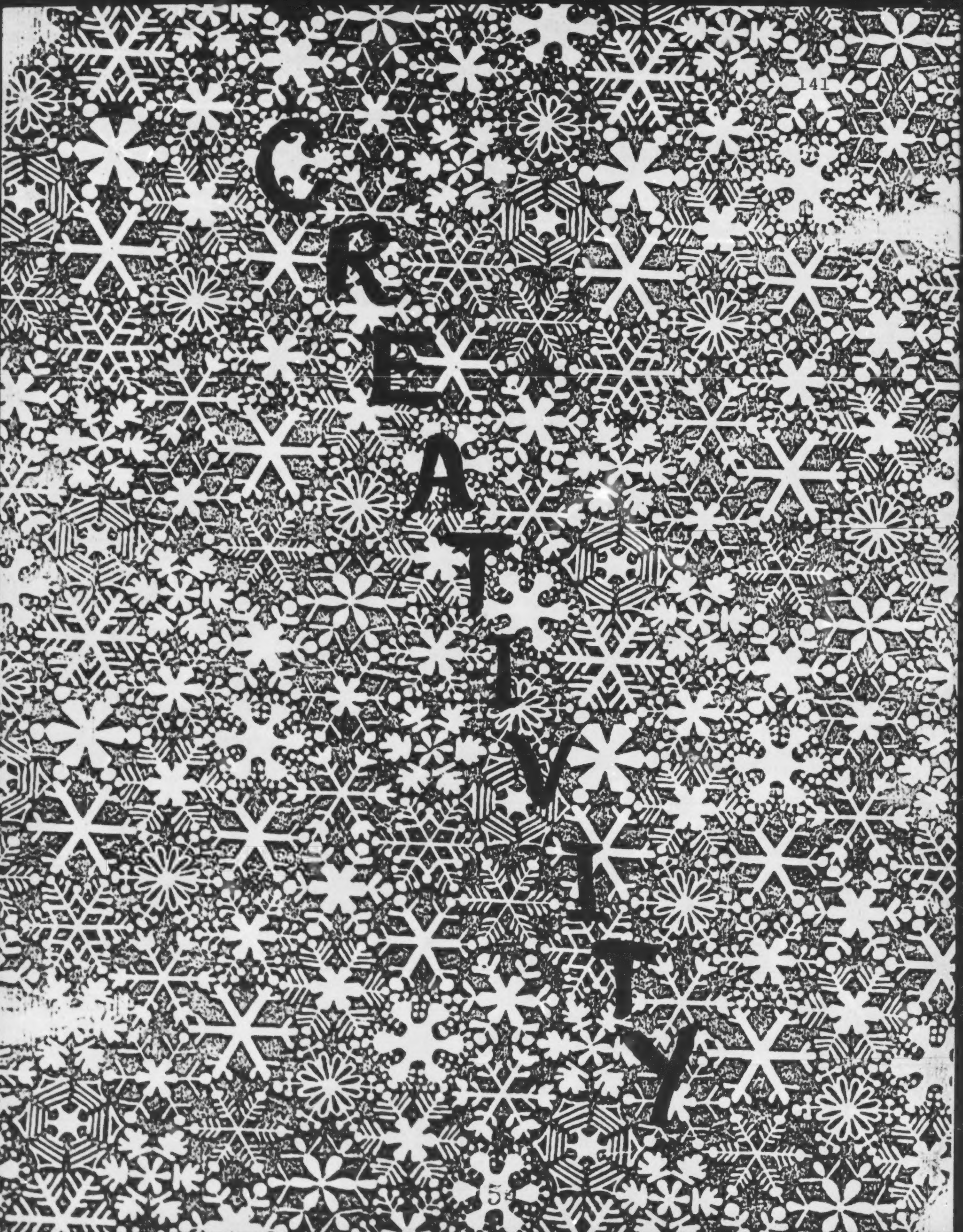
- Requires the Agency to administer the funds, not to exceed $5 million a year. If the total amount requested exceeds the amount appropriated, the Agency is to select programs to be funded based on the criteria in Section 16.501(b) (various regions of the state, different approaches or alternatives, different types of districts, and benefit to students and districts) and on the guidelines for applications established by the commissioner. The state's share is to be paid from the Foundation School Fund. (Section 16.502(a))

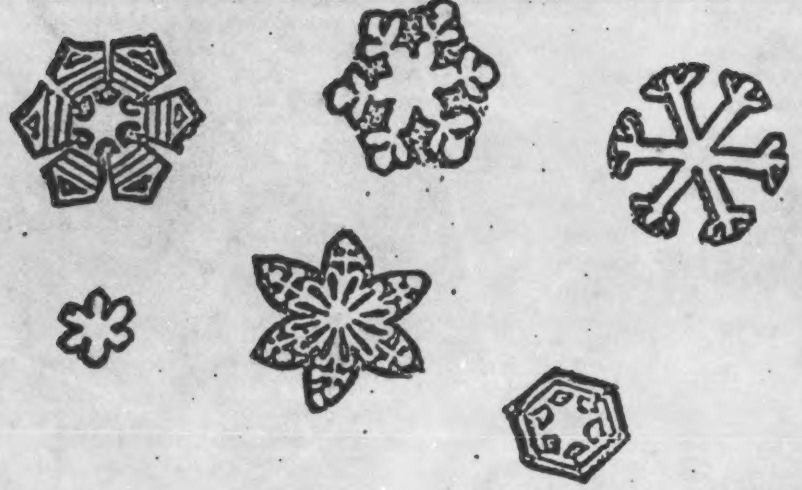
- Allots $150 per pupil identified and served by the district in an exemplary program. A district or combination of districts must identify a minimum of 20 students to be eligible for an allotment. For the purpose of receiving funds, no district may count as pupils served more than 5% of its total average daily attendance, and no district shall receive more than $100,000. (Section 16.502(b))

- Reserves up to 10% of funds allocated for establishing exemplary programs for the commissioner to use for program administration in coordination with the regional education service centers for program planning, technical assistance, and statewide staff development. (Section 16.502(c))

- Repeals Section 11.19, Texas Education Code. (Section 2)

SOURCE: State Plan for the Education of the Gifted and Talented. Texas Education Agency, 201 East 11th Street, Austin, TX 78701. Ann G. Shaw, Program Director, Gifted/Talented Students. PERMISSION GRANTED.


CREATIVITY



"If you would know more about creativity, look within a child or within yourself. Clean out and edge the spring, and when the surface is very tranquil, look deep into the water below. The little flecks of sand at the bottom will barely move, but they will whisper things you will not find in books. It is this attention to detail which brings insight. Whitman in his preface to the first edition of *Leaves of Grass* said: 'We are all great poets, but only the greatest poets know it.' We are all potentially creative, but only those who have become creative realize it. One of the best ways to cultivate our own creativity is to help children cultivate theirs."

SOURCE: Gowan, John Curtis, George D. Demos, and E. Paul Torrance. *Creativity: Its Educational Implications*. New York: Wiley, 1967. Preface, page viii.

Torrance maintains that he has been generally unsuccessful in trying to "convince students and teachers that such qualities as persistence, creative thinking, and problem solving can be taught." He has found that "it is generally believed in the United States that these are qualities which a person possesses or does not possess and that there is not much that the education process can do about developing them."

His favorite methods for providing practice in problem awareness and definition are: "team problem solving and competition, simulated situations and games, sociodrama and role playing, creative dramatics, and questioning techniques."

Torrance describes as an excellent example of team problem solving and competition the "Future Problem-Solving Program which involved in 1978-79 over 20,000 gifted and talented students in 43 different states." He concludes the description of the choices of interests of the various age groups of the participants, by writing, "Gifted students participating in the Future Problem-Solving Program across the grades are interested in problem on the frontiers of human knowledge and experience. Their interest focuses on the limits of personal and societal knowledge and at the borders of man's present environment. Things seem to be most exciting and challenging at the frontier, wherever it is found."

CREATIVITY

A definition of creativity that was given to Paul Torrance in 1964 by Karl Anderson, a student of his at the University of California at Berkeley, includes several elements emphasizing the concept that creativity cannot be attained instantly. Here are a few examples that he has used frequently in his own teaching and work:

- Creativity is digging deeper.
- Creativity is looking twice.
- Creativity is crossing out mistakes.
- Creativity is talking/listening to a cat.
- Creativity is getting in deep water.
- Creativity is getting out from behind locked doors.
- Creativity is plugging in the sun.

Torrance points out that this definition also has "joyful, fun aspects":

- Creativity is wanting to know.
- Creativity is having a ball.
- Creativity is building sand castles.
- Creativity is singing in your own key.
- Creativity is shaking hands with the future.

"Recent theories of creativity in psychiatry and psychology in the United States and other Western countries also support a concept of creativity as a higher mental process," so says Torrance. He explains the theory of Lawrence Kubie (in Neurotic Distortion of the Creative Process, 1958), in which Kubie argues that "only the preconscious has the flexibility necessary for creative thinking, explaining that the unconscious is rigid and stultifying." Thus, according to Torrance, Kubie "pictured creativity as healthy and adaptive rather than as regressive. . . an important step forward in getting away from the idea that creativity is a matter of chance and effortless, lightning quick processes." (83)

GUIDED IMAGERY

FOR PRIMARY GRADES

Examples of types of studies or activities appropriate for use with gifted primary children in the area of "Guided Imagery" are:

Use exercises and activities in resource books, such as

1. Scamper: Games for Imagination Development, by Robert Eberle
2. Put Your Mother on the Ceiling: Children's Imagination Games, by Richard DeMille
3. Secrets and Surprises, by Joe Wyman and Lorraine Plum
4. Making It Strange, by Synectics, Inc.
5. Sunflowering, Thinking, Feeling, Doing Activities for Creative Expression, by Bob Stanish
6. I Believe in Unicorns
7. I Wish I Had Duck Feet

ADAPTED FROM: Springboard Curriculum Guide, Grades 2-12. Ocean Springs School District Springboard Teachers of Program for the Gifted, P. O. Box 729, Ocean Springs, MS 39564. PERMISSION GRANTED.

GUIDED IMAGERY

FOR INTERMEDIATE GRADES

Examples of types of studies or activities appropriate for use with gifted intermediate students in the area of "Guided Imagery" are:

1. Use exercises and activities in resource books, such as
    - a. Scamper: Games for Imagination Development, by Robert Eberle
    - b. Sunflowering, Thinking, Feeling, Doing Activities for Creative Expression, by Bob Stanish
    - c. Materials by Dr. Joe Khatena
    - d. Imagery Kit from Mississippi Learning
2. Lozanov method
3. Meditation
4. Centering
5. Working with dreams
    - a. Folklore about them
    - b. Interpretations of dreams

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OLYMPICS OF THE MIND

When you think of the Olympics, you generally think of feats involving physical strength, such as the Greek athletic contests, or similar games held more recently in Montreal, Canada, or the annual special Olympics for handicapped children.

There has been another kind of "Olympics" held for the last several years. Originally begun in New Jersey for creatively gifted students in that state, the program has expanded to include grades Kindergarten through twelve and students in other states.

The brainchild of Dr. Theodore J. Gourley, Director of Gifted and Talented Education, New Jersey Department of Education, and Dr. C. Samuel Micklus, Department of Industrial Education, Glassboro State College, the program challenges students to "invent" solutions to unique problems. Students in Dr. Micklus' industrial design classes built the props for elaborate, maze-like courses which challenged the students' ingenuity and creativity in getting through them.

One problem, given to the teams several weeks in advance so they could bring their solutions with them, required them to devise "an auditory guidance system" to direct a blindfolded member of the team along an irregular course while that student shot at balloons using an improvised blowgun with ten dart-like missiles. Each time had a time limit of only fifteen minutes in which to travel the 50-foot course, with ten balloons suspended at various heights along the course. The rules required that the students not communicate verbally with each other!

A team of nine sixth-, seventh-, and eighth-graders were the winners of this contest. They had devised a code using a saxophone, banjo, flute and horn to guide their blindfolded teammate so that he successfully popped all ten balloons!

A problem of the 1980 "Olympics of the Mind" held in Glassboro, New Jersey, required students to design a robot for under $10.00 which would: (1) move six feet across the floor, (2) remove a cigarette from a dummy's mouth, (3) put the cigarette in a can, (4) pour water on the cigarette, (5) speak to the dummy, and (6) proceed across the floor to a pre-designated spot.

Two of the other problems of the 1980 contest required students to create a vehicle which was powered by five pounds of sand; another to create a structure from ½ ounce of balsawood which would support as much weight as possible.

The student teams brought their solutions with them to the contest and tested them out. Sometimes the solutions exceeded their wildest expectations! Such was the case with the latter two problems: The sand-powered vehicle which won the New Jersey State Contest traveled farther than the "track" set up for the event, and the balsawood structure created by students from Briarcliff, New York, held 578 pounds; the tournament ran out of weights--but THE STRUCTURE NEVER BROKE!

At the Sixth Annual Conference on the Gifted and Talented, held on Louisiana State University campus in Baton Rouge, on March 14, 1981, Dr. Gourley discussed the"Olympics of the Mind"Program, and pointed out that it is now an international program in creative problem-solving in which teams of students in grades K-12 are involved in interscholastic competitions solving specific problems.

If you would like more information concerning the "Olympics of the Mind," write to:

Dr. Theodore J. Gourley, Director
Office of Gifted and Talented
Branch of Special Education and
  Pupil Personnel Services
State Department of Education
225 West State Street
P. O. Box 2019
Trenton, New Jersey 03625

SOURCES: New Jersey State Department of Education, The Gifted and Talented ENQUIRER. PERMISSION GRANTED.

Attendance at the Sixth Annual Conference on the Gifted and Talented, Louisiana State University, Baton Rouge, March 14, 1981. "Hand-out" from Association for Gifted and Talented Students.

CREATIVE PROBLEM-SOLVING PROCESS

Beverly I. Davis, a teacher in an elementary school in Mississippi, has done an independent study at the University of Mississippi, in which she looked at the top-rated children's programming on television. Her research dealt with whether or not the Creative Probelm-Solving Process was being used in the childrens' television probrams, in whole or in part; and what effect this was having upon children watching these programs.

If you are interested in finding out more about Davis' study, you may write to her at:

Grenada Municipal Separate School District
Lizzie Horn Elementary School
Grenada, Mississippi 38901

OR

378 Kershaw . - (home address)
Grenada, Mississippi 38901

SOURCE: Correspondence with Beverly I. Davis, Teacher of the Gifted, Grenada Separate School District, Lizzie Horn Elementary School, Grenada, Mississippi 38901. PERMISSION GRANTED.

CREATIVITY

CLASSROOM IDEAS FOR CREATIVE TALENT

Using Creative Writing and Visualization Skills as Strategies

Take a model of Columbus' ship the "Santa Maria" to school, along with a small bedroom table clock and a miniature camel-back trunk (or similar piece). Display these objects on pedestals in front of the class. Explain that these are old things from different periods in history. The task is to write an explanation of about one page or so RELATING these articles, imagining that the things were all used at the same time in the same house by a person or family. (The problem, usually, if for the students to get it all together in a single era, even though they know, from prior discussions, that these represent slots of time years apart. (Of course, other objects may be substituted.)

Using Strategy of Creative Listening Skill, Intuitive Expression, and Adjustment to Development

Class or group creates situation, determines characters, sets problem, decides where the action is to lead in each scene. Evaluate by filming (video tape) and then replaying. Did you accomplish your objectives, etc.?

In Humanities or Speech Classes

Schedule a library day for Wednesday. On Tuesday prior (day before) have the class discuss and list four United States social problems for which legislation is pending or has just been passed. Each person will go to the Library on Wednesday and search sources to determine a certain member of Congress, in the past, who might have voted on this issue. The student will be prepared to fortify his remarks with proof of similar feelings in that historical person, quoting from sources. (If class is large, limitations or expansions can be made accordingly. For example, take people from all walks of history and try to ascertain how they would have reacted to the legislation in question and why.)

SOURCE: Region IV Area Service Center for Gifted, P. O. Box 320,
Carthage, IL 62321. Lawson Donald, Assistant Director.
PERMISSION GRANTED.

CREATIVITY

MISCELLANEOUS IDEAS FOR USING CREATIVE TALENT

Collect a bunch of nuts and bolts type of junk. Design a work of art and auction it off to your classmates. Use points or favors as currency.

Create the ideal place to live. Include climate, landscape, your interests. Write about it and/or illustrate it.

Create a dance that tells about an important event in your life.

Create a fall mural with things collected on a field trip, such as dried grasses, seed pods, nuts, weeds.

Design a mural that will show as many different uses of a school building as you can imagine.

Design a product that is needed--let it perform some job--and explain it to the class. You may construct the product, if you wish.

Create a new cereal; design the box cover to show what is so different about it. Write an advertisement for it.

Dramatize a book. Plan a display for the instructional display board related to the book being dramatized.

Show the class several or only one mystery picture or photograph. (A closeup view is good to use, showing only a portion of the item.) Ask students to write stories or poems about the picture. Some leading questions: How did you feel when you looked at this picture? What was your first impression of it? What could you do with it?

Make tape recordings in places that are familiar to children, such as the cafeteria, playground, ballgame, etc. Student listens to the sounds and identifies them. An answer key should be available so he can know if he has identified the sounds correctly. He could then write or act out a poem, story, song, etc. (He has created from sounds he has heard.)

"Alphabet Soup" - Use spoon, bowl and letters printed on circles of paper or posterboard. Put letters in bowl, dip in spoon and place letters on desk or table. The students see how many words or sentences they can make in a given time, using only letters dipped up.

"Tablecloth or Curtains" - Divide a piece of material into blocks. Use one block for each student to draw, color, etc. on it. Make curtains or tablecloth for the classroom from the blocks.

"Writing in the Round" - Draw a large circle with smaller circles inside each. Students write a story on the smaller circles about circles.

Show a picture of a cat (or kitten) in a tree. Say, "I am a kitten named Fluff. Tell the story of how I got up into the tree." Use other animal pictures in different situations to start children off on story-telling.

Give the child a number; have him write it in as many ways as he can. For example, "six" may be written as 5 + 1, 1 + 5, 7 - 1, 9 - 3, 6 + 0, 0 + 6, 10 - 4, etc.

Discuss or explain solution or solutions to the problem of air pollution--or other areas of pollution.

"Discuss, Discover and Design" - Let children discuss and choose a class mascot. It could be any animal such as a turtle, kangaroo, donkey, ostrich, etc. Every week let children make up a new adventure for the room mascot. Print it on a story chart, let them illustrate it, and bind the stories into a book.

Let the children make up number stories to tell their class mascot. (Mathematics)

Let the children study about their class mascot. They will be able to add facts to their stories about the mascot. (Science and/or Social Studies)

After children have read any story concerning a "treasure hunt," let them make their own treasure map.
Make a map of their room at home.
Make a map of their room at school.
Make a map of their school neighborhood. Locate their homes on this map.

List everything you can think of that is "2" (First Grade).

Create a picture using a piece of paper and a paper punch.

Create an animal with precut triangles and circles of all sizes.

Collect pictures of automobiles. Cut each automobile in half. Give each student half of an automobile and a sheet of drawing paper. The student should glue his half to the drawing paper. Then he should design the other half of his automobile.

List as many materials as possible that might be used for weaving. Select one and actually weave with it on a cardboard loom.

Have the class list names of colors. Separate the colors into two categories--warm colors and cool colors. Let each child choose one group and paint a picture using only colors from that group.

Vocabulary building: Students make crossword puzzles using a specified number of new vocabulary words from current reading exercise or from spelling list. Best one is selected for the rest of the class to work. Introductory exercises may be needed with students working teacher-made crossword puzzles on reading vocabulary followed by general instruction in mechanism of constructing crossword puzzles: e.g., numbering, use of small clue words, interlocking words, etc.

Ditto or cut out and mount cartoons. Let students color any uncolored ones. Have students write captions appropriate to picture.

Put this problem to the students: "Imagine that you have found a skull which you think could be from a prehistoric man. You don't want to take it to the museum curator until you have checked your theory for fear of being laughed at. Name all the things you could do to test your theory."

Have available a large amount of paper geometric shapes--circle, square, triangle, rectangle, and elipse. Provide various sizes, colors, and textures. Let each child make a picture by gluing these shapes on paper and then adding more to it with paints and/or crayons. Let those children who volunteer, show their paper to the class. Call on others to name the picture. Then let the child who created the picture tell about it, and name it.

Play a recording of music representing various animals. Do not tell the children which animals they are to be. Let each child move freely to the music, and then choose individuals to show the class their activity, and have the classmates guess the animal.

Show the class a jump rope. Talk about it, and list all the ways it can be used. (To jump, tug o' war, walk tight-rope, measure things with it, make it into a circle and play marbles, etc., lasso, tie up a boat, etc.) Then have enough ropes for at least every two children and let them try out the ideas. They may think of more as they are participating. Add to the list after the activity. This activity is best when used outdoors.

Take a field trip to a federal district court trial. Re-enact the roles played by judge, jury, lawyers, defendant, others in a mock trial session.

Class studies the organization of three types of city government: mayor-council, city manager, commission council. General discussion brings out the likenesses and differences in the three. A montage would then express each student's preference.

Prepare a water color which expresses your concept of what the American flag represents. Create another water color which expresses what a specified classmate feels.

What is this? Where do you find it? Can it talk or sing? How does it talk? Have students make pictures for each other and answer these questions or make up new ones.

Would you rather be a mouse or a piglet? Are you sure? Even in a storm? Why?

Let's pretend that you are furry--very soft and furry. What are you? Are you big or small? What do you look like? Draw yourself. Do people like you? Why? Can you make sounds? What would make you better?

Tell children you want them to invent a new animal. They may draw a picture of the animal, name it and then dramatize a story using their "new" animals as characters.

Tell an exciting story to the class. Have children make sack puppets to represent the characters. Let the children act out the story.

On a piece of paper make a larg question mark. Ask each child to complete the picture, making something that he thinks no one else will make.

Have each child put these four categories at the top of his paper: who, what, when and where. Under each category list three possibilities. Take up the papers and redistribute them making sure that no one gets his own ideas. Let the children choose one idea from each category and compose individual stories.

Have a reading group act out one of the stories it has just read.

Have children write a short play. Take a home movie of it; tape the dialogue and synchronize it to go with the movei. Invite other classes and/or parents to see and hear the movie.

Start a large sheet of paper around the room with one part of an animal (or building or person, etc.) on it. Have each student add a part to the picture. Make up a story about the new creature.

"Invent" animals. Use parts of animals and combine them to make one imaginary animal. Decide what the animal would eat, where it would live, how it would communicate, etc.

SOURCE: Region IV Area Service Center for Gifted, P. O. Box 320, Carthage, IL 62321. Lawson Donald, Assistant Director. PERMISSION GRANTED.

USING PHOTOGRAPHY TO SPARK CLASSROOM CREATIVITY

During 1978, Eastman Kodak Company solicited ideas on teaching with photography from readers of Teacher, The Instructor, and Curriculum Product Review. They compiled the best of those ideas and published Teaching Tips From Kodak: 275 Plus! Proven Ways to Use Photography in the Classroom in 1979. The ideas are presented as much as possible in the teachers' own words. They are grouped by topic, and in some cases, by grade level for easy access, with ideas for using photography in teaching to be gained from every section by every teacher who reads the book.

A few of the ideas summaries are given below:

From Mary Jane Bach, New Port Richey, Florida--

> My most involved camera-related project was the production of a filmstrip. I used a 35 mm camera and film designed for picture-taking in artificial light. The children selected the tale "The Gingerbread Man" to illustrate on pieces of 24 x 30-inch paper. Skills such as recall, sequencing, motor development, and socializing developed as students drew and colored fifteen scenes, including the title page. I photographed the different groups as they worked. Then, after the children put the drawings in order, I photographed each drawing. The slide film went for processing with instructions that it be returned uncut. During the wait, the children taped the story by using the drawings for cues. It was fantastic experience putting the tape together with the filmstrip when the processed film arrived. A masterpiece--and super learning, too!

From Jean Stake, Jeanerette Elementary, Jeanerette, Louisiana--

> As a first-grade teacher in Iberia Parish, I use photography in several ways in the classroom and as a teaching aid. But my favorite idea came about when my three-year-old (now six) asked to learn to read. I was on maternity leave and did not have access to any pre-primer readers. We bought a photo album and combed our collection of pictures of Jon to see if we could find one to illustrate each letter of the alphabet. The result was a book we called "J is for Jon." All I had to add to the pictures were verses or sentences using as many pre-primer words as I could remember. Jon not only learned to read from the book, but it has also been a great motivator for other children. The idea can be adapted to any child or group of children. It also can be used with any set of pictures, such as pictures taken of animals at the zoo or at the circus. The captions can be changed as the child's or children's vocabularies grow.

From Thomas Ashley, Narragansett Elementary, Narragansett, Rhode Island--

I have found photography to be a great aid in getting my fourth- and fifth-grade students to enjoy poetry. After we read and discuss a poem, the class works together taking pictures for a photo essay about the poem. When the project is finished, each student is asked to select a poem and create his own photo essay. Later in the year, I use the pictures again to stimulate students to write their own poetry.

From Carole E. Nett, Lutcher Elementary School, Lutcher, Louisiana--

Before beginning to teach creative writing to primary students, take snapshots of many high-interest-level things--motorcycles, races, party fun, classmates' activities, field trips. Mount each picture on a piece of paper that is large enough to accommodate ten to twenty words under the picture. List as many words as possible that might be used in a story about that particular picture. You may want to enlist the help of the students in thinking of words. After all the picture-word sheets are ready, let each child choose one to write a story about.

From Anne Polkinghain, Harbor Day School, Corora del Mar, California--

I am a school librarian, and I have used photography to do a unit on witches. First, I collected pictures of witches--some scary, some colorful, some familiar--from children's books. Then I made slides of the pictures to show the children. While looking at the visuals, we discuss the concept of a witch, whether or not witches are real, what stories the children recognize ("Hansel and Gretel," for example). We also compare pictures and talk about feelings, shapes, etc. This project brings superb results in creative writing, noticing detail, and drawing. As the children draw their own witches, they incorporate ideas from the images they've seen on screen. The children also recognize and seek out the books excerpted for the program. This is a good project for around Halloween, but it can be used to enhance the curriculum at any time of the year. It's especially good with a fairy-tale unit.

From Ruth Cowger, Haughton, Louisiana--

My seventh-graders brought items to school, staged commercials, and chose poses exciting enough to sell their products. (Some brought old tennis shoes, their favorite hair spray, etc.). Each photographed pose was used as a springborad for creative writing, dialogues, use of quotation marks, etc. This worked so well that we later staged scenes from favorite TV shows to use in similar situations. Both projects generated a lot of excitement in writing!

SOURCE: Teaching Tips From Kodak: 275 Plus! Proven Ways to Use Photography in the Classroom. Eastman Kodak Company, Consumer Markets Division, Rochester, New York 14650. (KODAK Publication No. AT-18)

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You're In The Picture

At This Center:

① Examine the ways mathematics has been important in your life.
② Write a column for the school paper.
③ Create a unique recipe.
④ Research and design an invention.
⑤ Create a personal Coat-of-Arms.
⑥ Analyze and record your first decade.
⑦ Compose an acrostic using your name.
⑧ Design a shirt that reflects your personality.
⑨ Describe the future you.
⑩ Complete a rating scale.
⑪ Evaluate some of your experiences.
⑫ Predict the effect of changing places.

3-6

J. Rubin '79

And Point Me Toward Tomorrow....

At This Center You Can:

1. Create a Career Dictionary using pictures from magazines.
2. Add a picture to the class book "Needing Reading" or "Living With Math"
3. Construct a tool of the trade.
4. Draw an odd job that you have discovered through research or interview.
5. Choose an 'If I Were' activity
6. Draw a picture to show how a hobby may lead to a career.

K-2

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18

From: 159
Synthesize

GAMES

Sidney decided to do a thorough house cleaning. He had one closet used for storing games that hadn't been really cleaned in a long time. He found he had bits and pieces of many different games.

On the following pages are game "kits" he put together using different combinations of pieces.

Design a new game using the equipment in each "kit".

Include the following for each new game:

- NAME OF THE GAME
- NUMBER AND AGES OF PLAYERS
- OBJECT OF THE GAME
- RULES AND DIRECTIONS FOR PLAYING

When you have your game planned, ask someone to help you test it by playing with you. Make any changes that will add to the fun or make it easier to understand.

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From: 160
Analyze

HEARTBURN HARRY'S

Choose your combo .....

pickles	mustard	tomato
onion	cheese	lettuce
ketchup	mayo	grape jelly

At Harry's your choices are wild! He will whip up a burger with any 3 goodies you want on it — as long as you don't ask for more than one from any row. Can you list 27 possible combinations.

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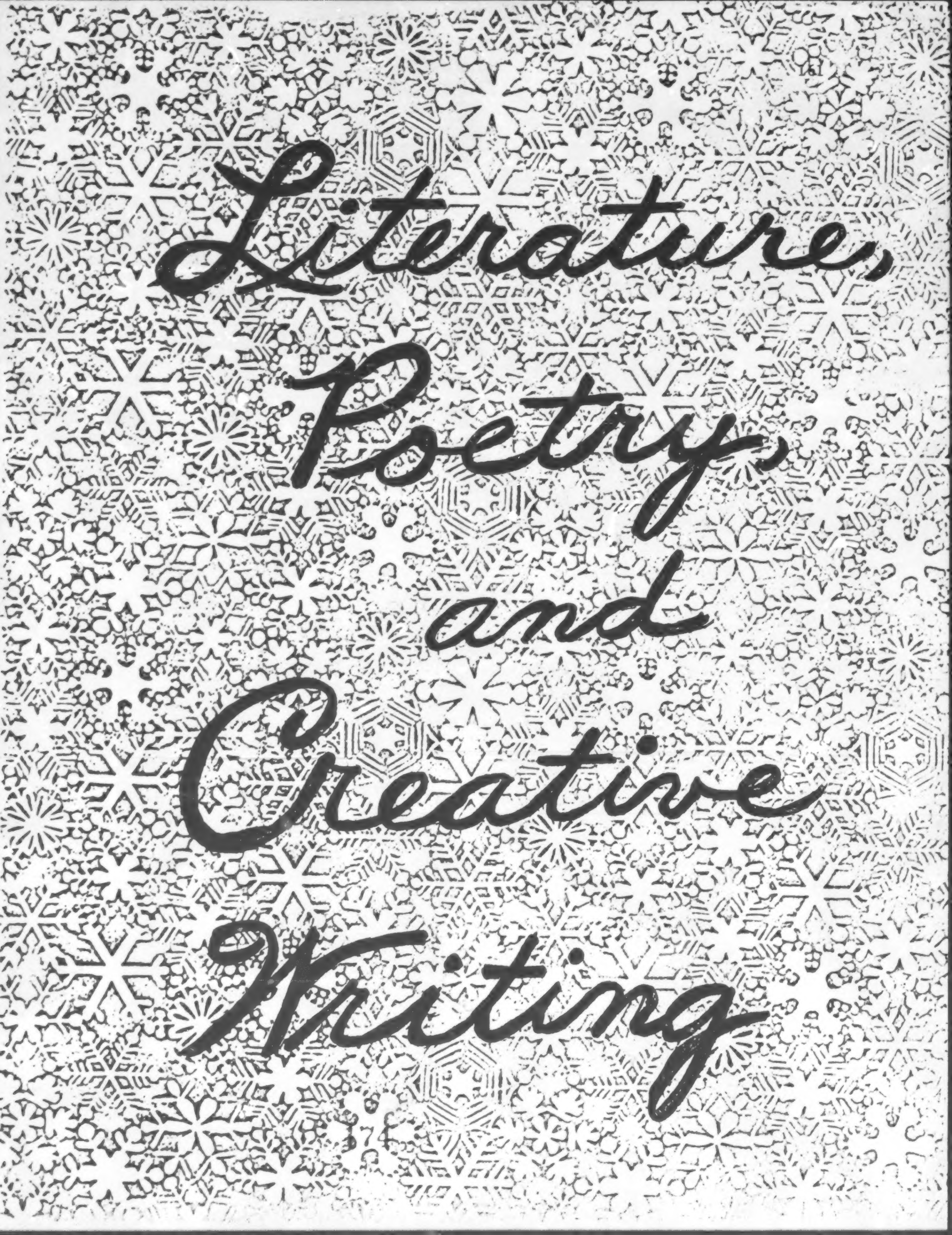
Literature, Poetry, and Creative Writing



LITERATURE

FOR PRIMARY GRADES

Examples of types of studies or activities appropriate for use with gifted primary children in the area of Literature are:

1. Read together several books during the year, such as
    a. Trumpet of Swans, by E. B. White
    b. My Side of the Mountain, by Jean George
2. Read poetry, together and individually.
3. Become aware of different styles of poetry, such as
    a. Couplet
    b. Internal Rhyme
    c. Limerick
    d. Haiku
    e. Cinquain
4. Activities in Fact, Fantasy and Folklore, published by Good Apple, Inc.
5. Become aware of mythology as related to units of study, such as "Astronomy".

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LITERATURE

FOR INTERMEDIATE GRADES

Examples of types of studies or activities appropriate for use with gifted intermediate children in the area of Literature are:

1. Read together at least three books a year, such as
    a. Island of the Blue Dolphin, by Scott O'Dell.
    b. The Narnia Chronicles, by C. S. Lewis.
    c. Twenty-One Balloons
    d. Call It Courage, by Armstrong Sperry.
    e. The Bronze Bow, by Elizabeth Spears.
2. Read poetry, myths, and legends to develop an appreciation of literature.
3. Do a unit on Newbury Award books.
4. Books for gifted students from G/C/T Conference list.
5. Folk tales.
6. Stories and tales from "Knights and Castles" era.
7. Fact, Fantasy and Folklore, published by Good Apple, Inc.
8. Book reviews.
9. Share books using different techniques, such as chalk talks.
10. Filming and talking--students acting out excerpts from literature.
11. Choral readings.
12. Read and write different styles of poetry, such as
    a. Couplet
    b. Internal Rhyme
    c. Limerick
    d. Haiku
    e. Cinquain

ADAPTED FROM: Springboard Curriculum Guide, Grades 2-12. Ocean Springs School District Springboard Teachers of Program for the Gifted, P. O. Box 729, Ocean Springs, MS 39564. PERMISSION GRANTED.

LITERATURE

Barbara H. Baskin and Karen H. Harris, in their excellent and very recent publication (1980), Books for the Gifted Child, state as their purpose "to provide assistance in the selection of books that respond to the special capabilities and promote the intellectual growth of gifted youngsters." Such assistance is definitely needed by teachers of gifted students as well as librarians.

Teachers of gifted children in special classes and in regular classrooms have had almost no guidance in promoting appropriate literary experiences among their students, even though research indicates reading is typically a preferred activity of these children, and "offers productive and satisfying opportunities for individualization and self-directed learning."

In the course of this study the writer found reason to agree whole-heartedly with the statement by Baskin and Harris that many texts on giftedness "omit from their indexes entirely such terms as reading, books, libraries, or similar access words," and ". . . conceptualize reading as a skill to be mastered or to be applied, not a behavior to be further extended and savored."

There seems to have been little research to prove "librarians' impressions that highly able children are disproportionately represented in circulation statistics, consuming more titles more quickly than their peers." (Emphasis added.) While data seems to be accumulating at a fast rate on suitable reading materials for other school populations--notably those needing remedial work in reading--the "non-quantitative nature of the literary experience for gifted patrons remains virtually an unexplored territory."

Baskin and Harris decided to limit the scope of their book to juvenile literature, a category which for them includes the pre-schooler at the lower end and children of about twelve years at the upper end.

Baskin and Harris state that in Chapters 1 and 2 they tried to place the problems of the gifted child "within an historical and social context, look . . . at status, varying expectations, and ambivalent school responses."

In Chapter 3 they present a detailed discussion of the criteria they "determined as critical in promoting cognitive growth in highly able youth, and explored the connections between literature and these criteria."

Chapter 4, "A Selected Guide to Intellectually Demanding Books," is probably the most valuable to teachers of gifted children--it forms the heart of this work." Titles have been annotated and those attributes deemed responsive to the intellectual behavior of gifted children were noted. The authors contend that their bibliography is not intended to be exhaustive; rather it "seeks to identufy specific titles that could be used as examples for reading guidance and . . . to serve as the basis for making extrapolations to other contemporary efforts." It is their hope, they say, that this book will be the "beginning of extensive and rigorous investigations to explore and refine knowledge and understanding of the intricate, complex, subtle, and fascinating nature of the interaction between gifted children and their reading."

In their analysis of the contents of each entry they concentrate on the special qualities that are significant as a result of "their utility in promoting cognitive challenge and adding a playful or pleasurable dimension to the act of reading."

They do not describe only the "good" qualities of each book, however; instead, they insist that, "Since perfection is as elusive in juvenile writing as in any other endeavor, we have attempted to point out specific factors where they diminish the quality of the content or presentation."

Three of the books described in this excellent chapter are briefly sketched below with a sentence or two taken from the authors' annotations, which usually run from half a page to about a page and a half.

Dobrin, Arnold. *I Am a Stranger on the Earth: The Story of Vincent Van Gogh.* New York: Fredrick Warne, 1975. 95 pages. (Intermediate level)

> "The power of Van Gogh's self portrait on the dust jacket and his own agonized words from which the apt title was taken prepare the reader for the torment and the incredible talent that characterized the life of this famous artist."

Doty, Roy. *King Midas Has a Gilt Complex!* Illustrated by the author. New York: Doubleday, 1979. Unpaged (Intermediate level)

> "The clever title sets the tone for this sprightly collection of jokes, riddles, gags, puns, and offbeat slogans that include topical, political, cultural, and literary allusions."

Merriam, Eve. *Ab to Zogg: A Lexicon for Science-Fiction and Fantasy Readers.* Illustrated by Al Lorenz. New York: Atheneum, 1977. 44 pages (Advanced level)

> "*Ab to Zogg* is a glossary of *nonexistent but likely-sounding science fiction terms*. (Emphasis added.) A traditional dictionary format is used, including didactic pronunciation guides, etymological explanations of derivations, variant forms of words, and, of course, definitions. . . . This seemingly scholarly effort is in reality a collection of outrageous puns, play on words, literary and historical parodies, and obscure, obtuse, and unlikely allusions."

These three examples from the one hundred seventy-five pages of annotated bibliographical entries easily show what a valuable resource book for teachers of gifted children *Books for the Gifted Child* would be for making selections of challenging literature for gifted youngsters' reading--as well as informative, enjoyable books for teachers themselves to peruse!

THE GREAT BOOKS FOUNDATION

...an independent nonprofit organization

Established in 1947, the Great Books Foundation provides reading and discussion programs for people of all ages.

The Foundation makes selections and publishes--in paperback volumes only--series of great traditional and modern works for discussion by adults and youngsters. It offers workshops on interpretive reading and discussion techniques.for volunteers and teachers at all levels of education.

The Foundation trains approximately 9,000 discussion leaders each year. Its Junior Program for elementary and high school students numbers 300,00 participants in 21,00 groups; its Adult Program includes 40,000 participants in 2,500 groups that meet in homes, libraries, churches, colleges and other community centers.

JUNIOR GREAT BOOKS

...a reading enrichment program for students from second through twelfth grade

A DIFFERENT APPROACH TO READING

According to a brochure published by The Great Books Foundation, thousands of school administrators, teachers, and parents in all parts of the country maintain that the Junior Great Books Reading and Discussion Program addresses itself to reading comprehension skills that other programs neglect: teaching students how to learn from what they read and how to use what they learn on new occasions and in new contexts. The program helps students develop lasting reading comprehension skills by requiring them to think reflectively and to make inferences about what they read.

OUTSTANDING WORKS OF LITERATURE AND A METHOD OF LEARNING

The Junior Great Books Program provides a course of study that increases the capacity of students to nejoy literature and to discuss ideas. The reading selections are excellent works of literature of the past and present that students find enjoyable to read and that lend themselves to extended discussion. Each Junior Great Books reading series includes a course on interpretive reading and discussion. Each course, beginning at the second grade, presents a step-by-step explanation of the essential elements of the"shared inquiry method" which can be used to improve the students' understanding of all literature. In this way, the Junior Great Books Program helps prepare students for reading material in all of their classes as they progress through elementary, junior high, and high school, for independent learning in higher education, and attaining a deeper understanding and enjoyment of what they read throughout their lives.

DEVELOPING NEW LEARNING SKILLS

Participation in the Junior Great Books Program cultivates the skills of reading, speaking, and listening. Students increase their ability to read critically and to remember what they have read. Trying out their ideas on others helps them to think more independently and to express themselves logically and persuasively. Following the remarks of other members of their group contributes to the cultivation of that rarest of arts--the ability to listen intelligently.

Perhaps the most important benefit of the program is the realization that education can provide a continuing source of enjoyment and enrichment as long as they live!

PROGRAM COSTS IN 1981.

Readings for the Junior Great Books series are published only in paperbook editions. The series are numbered by the recommended grade level. The price of Series Two (second grade) is $6.75. All others are $7.50 each. There is a 25¢ additional postage and handling charge for each set shipped. Each series includes reading selections for twelve discussion sessions and the course on interpretive reading. Thus, the average cost for each session is about 65¢.

FOR FURTHER INFORMATION, write or telephone:

The Great Books Foundation
307 North Michigan Avenue
Chicago, Illinois 60601
(312) 332-5870

SOURCE: A brochure: A Note to Parents About Junior Great Books, The Great Books Foundation, 307 North Michigan Avenue, Chicago, Illinois 60601.

STONE SOUP--A MAGAZINE BY CHILDREN

Children living in all parts of the United States and Canada send their manuscripts and art work to Stone Soup. The most challenging stories and poems, the most insightful book reviews, the most original pictures are published.

Stone Soup's writers are serious about their work; they approach their subjects with honesty, sensitivity, and care, whether they are dealing with real-life experiences and problems, or with imaginary adventures.

Stone Soup encourages children to take their literary and artistic skills seriously: to read and to communicate their thoughts in writing and art.

The magazine has been published for nine years during which time it has proven a great success among children. In their school or public libraries, or in their classrooms, children are excited to find a magazine devoted exclusively to work by children.

Stone Soup is published five times a year, in September, November, January, March, and May. Each issue is 6" x 8", 48 pages long, and contains approximately 25 halftone pictures, with the cover being printed in full color. It is typeset in 12-point Century Schoolbook type and is printed on a high quality paper to insure good reproductions of the art work and a long shelf life.

The Editors' Notebook is a companion volume to Stone Soup which is intended to assist teachers in finding ways to use Stone Soup in their writing and art programs. The 40-page book contains sections dealing with the principles of child art education on which Stone Soup is based.

The Children's Art Foundation is a nonprofit tax-exempt organization which was founded in 1973 to encourage children to develop their literary and artistic potentials. The Foundation publishes writing and art by children, collects children's art and conducts research, maintains an archive of art by American children, and also has a growing collection of paintings and drawings by children from foreign countries. Selected exhibits from the international collection are available for loan to schools and libraries. Membership in the Children's Art Foundation includes a subscription to Stone Soup and supports the Foundation's projects.

Subscriptions are: One year $12.00
Two years $20.00
Single copy $2.50
Editors' Notebook $2.50

Address: Children's Art Foundation
P. O. Box 83
Santa Cruz, CA 95063

SOURCE: A BROCHURE: A MAGAZINE BY CHILDREN: Stories, Poems, Book Reviews, and Pictures by Children Ages 6 to 12. Children's Art Foundation, P. O. Box 83, Santa Cruz, CA 95063.

CHILDREN'S LITERATURE

. . . not just "nice" stories

In the section called "Short Stuff," Learning magazine, in its November, 1980 issue, recounts in a short piece entitled "Peter Pan: Boy Revolutionary," how Alison Lurie, a novelist and professor of children's literature at Cornell University maintains that "Children's literature is not just nice stories. Sometimes it's downright subversive..."

Lurie sees James M. Barrie's story of Peter Pan as a boy who refuses to grow up, being a model of all that "is sacred about children's literature. It celebrates daydreaming, disobedience and running away from home. It argues with conventional adult values, particularly the ones that tell youngsters to be well behaved and nicely mannered. It advocates whimsy; it expels dullness."

The article quotes Lurie: "Children's literature teaches that there are values beyond the corporation or the supermarket," and says for this reason, if for no other, it deserves to be studied.

SOURCE: "Peter Pan: Boy Revolutionary," (Short Stuff), Learning, Vol. 9, No. 4, November, 1980, page 12.

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From:
Options and Observations

"It Might Have Been"*

Some legends are so prevalent as to cause one to wonder if they are based in fact. Considering your observations of similarities in the world today, do you believe any of the following might really have existed? If so, theorize as to how the legend arose. Fill in the last three yourself.

1. Dragons ____
2. Unicorns ____
3. King Arthur ____
4. Atlantis ____
5. ____
6. ____
7. ____

BONUS: Where was each legend prevalent?
Who saw the dragon as good?

(Answers. Page 64).

---

*John Greenleaf Whittier, Maud Muller.

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From: Options and Observations

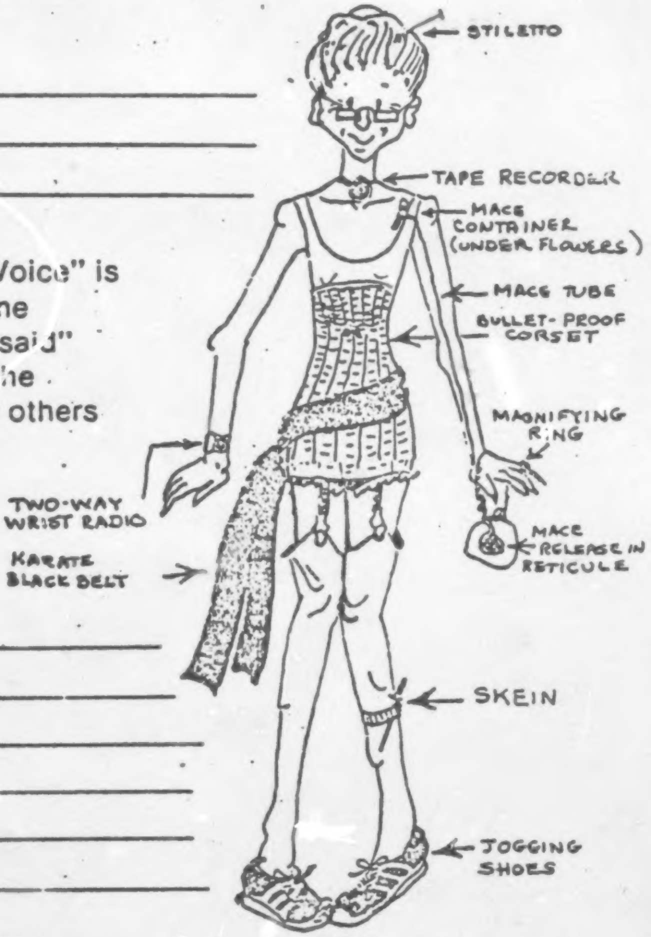
"Lies Around Us"

C. What is this? My secret X-ray vision tells me the little lady in The Silent **Voice** is not what she seems to be! Describe (in light of this new evidence) what she *really* is:

____

____

____


STILETTO
TAPE RECORDER
MACE CONTAINER (UNDER FLOWERS)
MACE TUBE
BULLET-PROOF CORSET
MAGNIFYING RING
TWO-WAY WRIST RADIO
MACE RELEASE IN RETICULE
KARATE BLACK BELT
SKEIN
JOGGING SHOES

D. We have just seen that "The Silent Voice" is not *always* correct. Let's look at some physical characteristics which are "said" to have special meanings. Indicate the common feeling about each. Supply others in blank spaces.

receding chin ______________

red hair ______________________

"buck teeth" ____________________________

weak handshake ___________________________

low voice ______________________________

high forehead ____________________________

____

____

E. Describe a situation in which you were surprised to find that someone did *not* fit the role which the "silent voice" had suggested.

F. Write a story in which persons possessing the physical characteristics in "D" actually have the opposite attributes.

---

*Harriet Beecher Stowe, The Other World.

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From:
Book Reports for the Creative Classroom

POP THE TOP

Provide a supply of "Big Mac" hamburger or similar containers.

Go through the student's directions with the group. Demonstrate techniques of creating a scene inside the "Big Mac" container. Book title, author and student's name can be put on a small card and attached to the top of the container.

Provide a time for students to introduce their books and boxes. Display for all student to enjoy!

T

POP THE TOP

Read a book.

Choose an interesting part of the story.

Get a "Big Mac" box.

"Build" your favorite part of the story in the box.

Close the lid and label the top with the book title, author, and your name.

Share by letting others pop the top of your container and enjoy the scene you have created!

S

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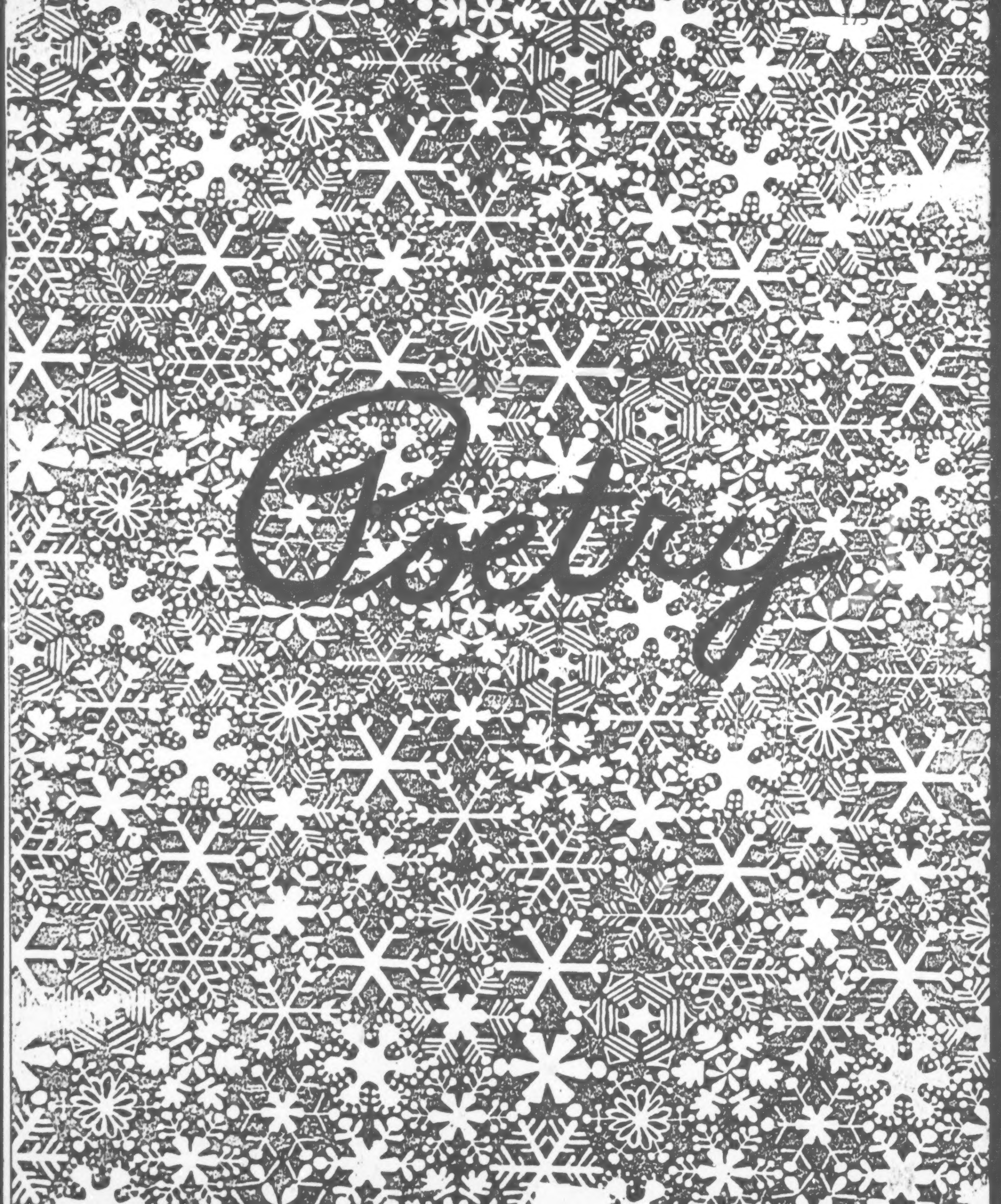
Poetry



POETRY

BUILD A POETRY FILE NOW!

Do you have a poetry file? Every teacher of the elementary grades needs a collection of poetry to work effectively with children. Poetry can enhance every aspect of the curriculum. It can be a complete language program. Poetry is the language of children, but they cannot be expected to write poems unless they have had much opportunity to hear and enjoy all kinds of poetry.

A poetry file made of 5" x 8" cards will accommodate most of the larger children's poems. Some poems may be typed and others may be clipped out and pasted onto index cards. Teachers should take a second look at old discarded language and reading books because often one can salvage many delightful poems that can be added to a poetry file. It is much less expensive to borrow library books and type favorite poems than to buy and stack the books.

A good poetry file becomes an ever-growing collection because the teacher continues to add special poems as she and the children discover them. A few hours of work invested now will reap glorious dividends for you and the children in your classroom.

Below are some of the categories that I have found helpful in organizing the poems I have used with children in the classroom. (You will think of other categories that you may wish to add.)

ANIMALS
AUTUMN
BIRDS
CHRISTMAS
BOOKS
CITY SIGHTS
CLOUDS
COLUMBUS DAY
HAIKU
HUMOROUS POEMS
IMAGERY POEMS
INSECTS
LIMERICKS
MAKE-BELIEVE
MISCELLANEOUS
MOON POEMS
MOTHER'S DAY
NARRATIVE POEMS
PATRIOTIC POEMS
RAIN
SNOW
SPRING
ST. PATRICK"S DAY
SUMMER
THANKSGIVING DAY
TREES
VACATIONS
VALENTINE'S DAY
WIND
WINTER

May Hill Arbuthnot has said, "*Poems can take many experiences of the child's world and give them a new importance, a kind of glory that they did not have when they were just experiences.*" It behooves every elementary teacher to FIND TIME EACH DAY FOR POETRY AND TO SHARE THIS GLORY WITH CHILDREN!

---Ona Patterson
Granite School District

SOURCE: Marlyce Harte, Coordinator/Teacher of Gifted, Lansing School District, Elementary Enrichment Program, 500 West Lenawee Street, Lansing, MI 48933. PERMISSION GRANTED.

THE HAIKU

The Haiku is a three line, seventeen syllable poem, with five syllables in the first and last lines and seven in the second line. The Haiku packs a lot of concentrated feeling in a short and sweet message. It usually deals with nature but this is not necessary.

Some of Masha Rudman's Learning Theater students were asked to write Haiku about their feelings following an exercise in which they paired off in dyads and communicated without speaking, first, only by touching thumbs and, second, sitting back to back. The following Haiku were written by the students:

Uncertain moving
Groping for understanding
Everything feeling

- - -

a warm pulse beat
our fingers and hands entwine
sudden belonging

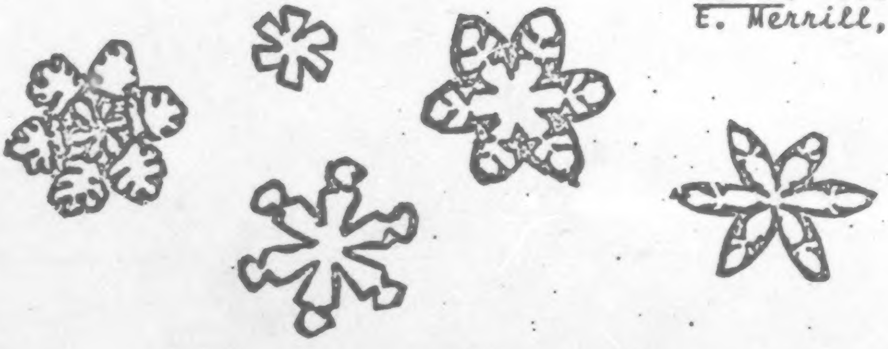
- - -

Touching and going
two thumbs openly showing
their owners are shy

- - -

Two souls reaching out
never did find each other
One went away sad

SOURCE: Lyon, Harold C., Jr. Learning to Feel--Feeling to Learn. Columbus, OH: Charles E. Merrill, 1971, pp. 166-171.



Haiku is...

Haiku is an ancient form of Japanese poetry which originated some seven hundred years ago. Matsu Basho, who lived during the 17th century, is the acknowledged master of the haiku. Basho studied Zen Buddhism, became a pilgrim and, to express his living philosophy about life, wrote haiku. As part of their religious and social training Japanese priests and samurai, or warriors, wrote haiku.

The purpose of the haiku is to present a single thought or observation, usually related to nature and often indicating a season of the year. One Japanese poet describes a haiku as a "one-breath poem", because it uses only as many words as can be easily spoken in one breath.

TO START: Share some haiku poetry that has been translated--set the atmosphere with an Oriental vase with bamboo or simple flowers in it, a Japanese doll, or some Japanese prints.

No one spoke,
The host, the guest,
The white chrysanthemums.
---RYOTA [1718 - 1787]

Choose two isolated words--one having to do with nature or seasons and the other, any word that comes to mind. Example--"daffodils" and "feet". Use these two in a haiku, as

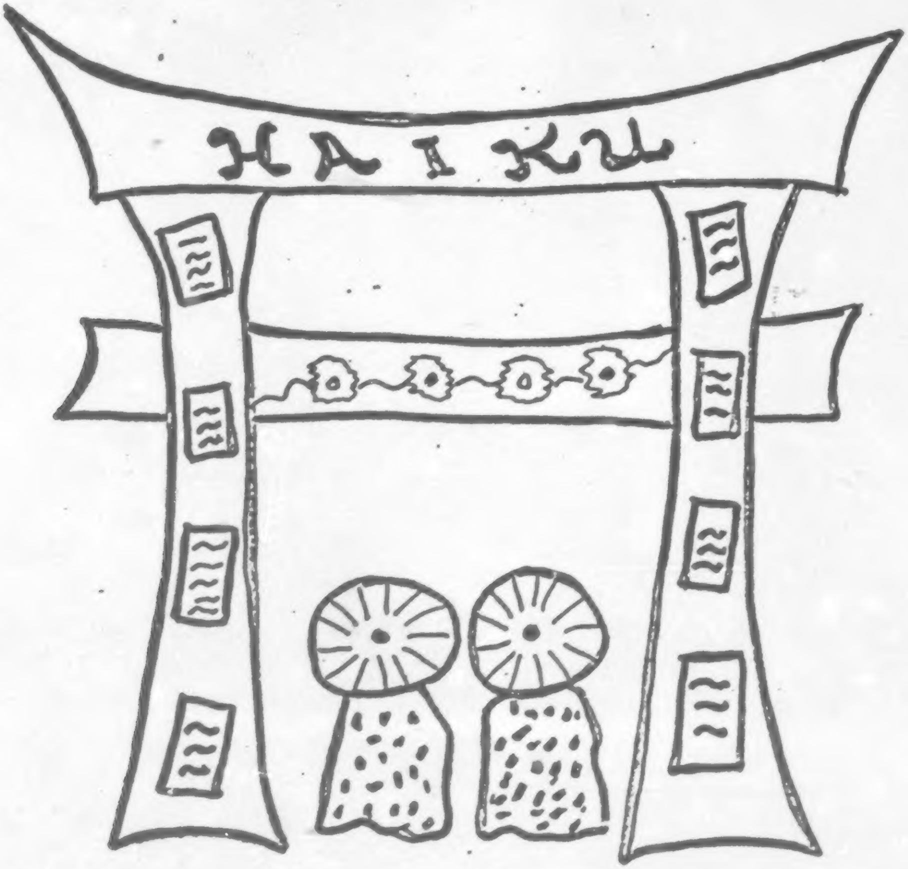
Daffodils blooming
Dangerously awaiting
Many careless feet.

List the four seasons in one column, three senses in another and ask the students to offer images, similar to those below.

	SIGHT	HEARING	SMELL
SPRING	blue skies	birds	honeysuckle
	trees blossoming	insects	fresh breeze
	bicycles	children	roses

	SIGHT	HEARING	SMELL
SUMMER	butterflies	crickets	summer rain
	zinnias	firecrackers	sea air
	raspberries	crowds cheering	mowed grass
FALL	colored leaves	students	burning leaves
	pumpkins	crunching leaves	scrubbed rooms
	football players	cheers	turkey cooking
WINTER	snow	wind	pine trees
	icicles	skates on ice	crisp air
	bare branches	bells ringing	smoke from chimneys

Have students choose from these images to create a haiku. Try it! Mount original poems on rice (mulberry) paper and post on the classroom display board. Illustrated haiku, using the brush painting technique, make beautiful greeting cards.



SOURCE: Marlyce Harte, Coordinator/Teacher of Gifted, Lansing School District, Elementary Enrichment Program, 500 West Lenawee Street, Lansing, MI 48933. PERMISSION GRANTED.

TANKA POEMS

Tanka poems are five-lined Japanese poems which contain a Haiku (the first three lines). Like the Haiku, they are unrhymed and follow a well-defined syllabic pattern with a total of 31 syllables for the entire poem:

Line 1: 5 syllables
Line 2: 7 syllables
Line 3: 5 syllables
Line 4: 7 syllables
Line 5: 7 syllables

Example:

Silver raindrops fall:
A puddle of water stands.
Ocean before me,
All the world is reflected.
Look hard and you see black mud.

SOURCE: Jo Patterson, Consultant, Gifted Education, Memphis City Schools, 2597 Avery Avenue, Memphis, TN
Why Doesn't An Igloo Melt Inside? Compiled and Edited by Jeanette Saino and Johnnie R. Turner, 1978.

CINQUAIN-A SMALL POEM

Help children "taste a poem" by providing some tantalizing "tasting" experiences. Word-recipe cinquains or syllabic cinquains can fit this experience nicely.

* CINQUAIN

What is cinquain (sing-kane)? It is a kind of poetry! Cinquain means five (French--*cinq*; Spanish--*cinco*). Most people are surprised to learn that this fragile form of poetry was coined by an American woman, Adelaide Crapsey. She was born in Brooklyn Heights, New York, in 1878, but it was not until a year before her death in 1914, that she wrote and perfected the cinquain. Her form was five lines with 2, 4, 6, 8, and 2 syllable-count respectively. The cinquain resembles the Japanese "Haiku" form.

A cinquain:

- Is a five-line poem.
- Tells about one small detail, one idea, or one experience.
- Has lines arranged by words or by syllables.
- Has pleasing rhythm but no regular rhythm or rhyme pattern.
- Can be capitalized and punctuated in any way--or not at all.

WORD RECIPE:

LINE 1: TITLE . . . . 1 word
LINE 2: DESCRIPTION of the title . . 2 words
LINE 3: ACTION about the title . . . 3 words
LINE 4: feeling about the title . . . 4 words
LINE 5: SYNONYM for the title . . . . 1 word

This variation of word-count rather than Adelaide Crapsey's form of syllable-count is the form commonly used in classrooms.

PIGEON
Friendly, graceful
Coos, pecks, flies
Champion of the rooftops
Bird

BALLERINA
Lovely lady
Twirling, whirling, gliding
Gracefully floating on the air
Dancer

SYLLABLE RECIPE:

LINE 1: TITLE . . . . 2 syllables
LINE 2: DESCRIPTION of the title. . . 4 syllables
LINE 3: ACTION about the title . . . 6 syllables
LINE 4: FEELING about the title . . . 8 syllables
LINE 5: SYNONYM for the title . . . . 2 syllables

PUPPY
Mischievous
Wagging, chewing, barking
Companion--protector for boys
Canine

* NOUN VERSE

Another simple verse form that spells instant success for all young poets is the noun verse. A simplified recipe follows:

LINE 1: 1 NOUN
LINE 2: 2 words which DESCRIBE the noun
LINE 3: 2 words which tell AN ACTION PERFORMED by the noun
LINE 4: 1 SYNONYM

FROG
Slimy, speckled
Hopping, leaping
Amphibian

SOURCE: Marlyce Harte, Coordinator/Teacher of Gifted, Lansing School District, Elementary Enrichment Program, 500 West Lenawee Street, Lansing, MI 48933. PERMISSION GRANTED.

* COINED WORDS

What is a gillipus? A gackle? A thessadon? A bickle? Brainstorm possibilities of the different word meanings and let children choose their favorite idea to write a descriptive paragraph or poem describing their interpretation of the new word.

The following poem is a third grade boy's response to the coined word "bickle".

BICKLE

Bickle is a planet
Way far out in space,
Bickle has some people on it
Called the "Bickle Race."
Bickle people are healthy
They grow straight and tall,
But some of them are little--
Sort of short and small.
Sometimes Bickle people
Are called "Bicklemites,"
They are good to each other
They never have fights.
Bickle is a planet,
It is white and green
It's a wonderful planet
No one has seen!

---*Scott* - Age 8

* EZRA POUND COUPLETS

Ezra Pound couplets help the pupil become aware of the importance of capturing a precise moment. The student should be given several examples of this form so he can master this brief and concise technique.

Fog on a hill;
A giant steamy bathroom.

---*Marianne* - Age 11

Ants on a hill;
Soldiers marching home.

Penne - Age 11

SOURCE: Marlyce Harte, Coordinator/Teacher of Gifted, Lansing School District, Elementary Enrichment Program, 500 West Lenawee Street, Lansing, MI 48933. PERMISSION GRANTED.

* DEFINITIONAL POEMS

Definitional poems can provide successful writing experiences for all levels of children. A countless array of topics, subjects, and possibilities can be adapted to suit this poetry technique.

MISERY is bringing home a book from school
and you don't know how to read it!
---Curtis - Age 6

SECURITY is a nice dad!
---Mike - Age 11

MISERY is having a name
you never wanted!
---Bob - Age 7

Definitional poetry possibilities are:

Saturdays are. . .
Puppies are. . .
Magic is. . .
Faces are. . .
School is. . .
Birthdays are. . .
Dads are. . . (also mons, sisters, etc.)
Beauty is. . .
Valentines are for. . .
Christmas is. . .
Resolutions are. . .
Hand-me-downs are. . .
Sadness is. . .
Noisy is. . .
September is. . .
Recesses are. . .
Fences are. . .
A friend is. . .
Teachers are. . .
Loneliness is. . .
Sidewalks are. . .
Pockets are for. . .
Disappointment is. . .
Secrets are. . .
Hot lunch is. . .
Books are. . .
Punishment is. . .
Inflation is. . .
Allowances are. . .
Quiet is. . .
Security is. . .

SOURCE: *Marlyce Harte, Coordinator/Teacher of Gifted, Lansing School District, Elementary Enrichment Program, 500 West Lenawee Street, Lansing, MI 48933. PERMISSION GRANTED.*

Some definitional poems written by fourth-, fifth-, and sixth-grade gifted students are:

COURAGE is saying "no" to
drugs and drinking!

COURAGE is doing what needs to be
done even when you're afraid.

COURAGE is saying "NO" to a close friend
who wants you to do wrong.

* * *

FREEDOM is. . .
. . .AMERICA!

FREEDOM is becoming a butterfly. . .

FREEDOM is getting out of jail--or prison.

FREEDOM is
hostages coming home!

FREEDOM is. . .
. . . summer vacation.

* * *

SADNESS is
losing your dog.

SADNESS is a rainy day
in summer.

SADNESS is
feeling unloved.

SADNESS is losing someone
in your family.

SADNESS is making 99 when
you thought you made 100!

* * *

Similes are often used as types of definitional poems. Some examples on display with the poems above follow:

As HAPPY as
Ronald Reagan on
Inauguration Day!

As HAPPY as. . .
a mother watching her child
taking his first step.

As HAPPY as the reunion
of two friends.

As HAPPY as winning $100,000
on a game show

* * *

As BUSY as a teacher at report card time!

As BUSY as a dog
scratching fleas!

As BUSY as a motor
on a boat.

As BUSY as Mr. Blank's paddle!

* UNRHYMED POETRY

Children may be encouraged to express themselves using this form of poetry. Excellent results, such as the haiku poems below, can be achieved, since the young poet does not have to worry about finding words that rhyme.

Snowflake, you come down
And fall on the earth below
Like a white paper

White-capped waves rolling
Toward the shore of the island
Dancing on the sand

Soft wings fluttering
Bright colors flying through air
Lovely butterfly

* POETRY FOR HOLIDAYS

One of the best occasions for teaching poetry is a special day. Poetry is for listening because its music appeals to the ear--the rhyming words, words that begin with or include same sounds, and the rhythmic meter of the lines. Therefore, poems should be read aloud to be enjoyed fully. Children will love reading poems individually or in unison.

Dramatizations may be done as a follow-up to this activity. Children may be stimulated to compose their own poems. An anthology of poems recommended for use is: Time for Poetry, published by Scott, Foresman and Company.

* POETRY MAY SAY IT BEST

Children who enjoy listening to poetry will be encouraged to write some of their own. A variety of poems that contain vivid imagery should be included in the literature program. Even a young child can capture images of sound and color in a poem.

I Like Sounds

I like quiet sounds.
The purring of a kitten,
The whispering of the wind,
The tooting of a flute,
The sound of water dripping
from a faucet,
The sound of it raining softly.
I like quiet sounds.

I like loud noises,
The fire siren shrieking,
The boom of a drum,
The pounding of a hammer,
The sound of a waterfall,
The sound of a buzzer.
I like loud noises.
---Holly H.

The teacher may select poems to be read, perhaps on one day each week. Each child could select an idea from this selection to describe the images of sounds and color.

* POEM PRESENTS!

The following poem by Tamara Kitt, "My Daddy Gave Me a Present," is a model for supporting creative expression. Children will enjoy designing additional verses by adding their own words to replace those underlined in the following sample:

My daddy gave me a present.

I gave that present to Herm.

What was the present? A worm!

Slimy,

Slithery,

Slathery,

Squirmy worm!

A ditto skeleton provides a simplified and helpful visual pattern and work sheet for this type of activity.

SOURCE: Marlyce Harte, Coordinator/Teacher of Gifted, Lansing School District, Elementary Enrichment Program, 500 West Lenawee Street, Lansing, MI 48933. PERMISSION GRANTED.

* SHUTTER BUGS

For a very different motivational writing input, provide your intermediate grade children with an inexpensive camera and a generous supply of black-and-white film. After you have taught them to operate the camera (if they do not already know how), divide the class into small teams and let them photograph interesting sights around the school grounds. Plan to develop the prints as soon as possible and distribute them during creative writing time so the children can write their own haiku, cinquain, tanka, free verse, and expressive poetry about their school environment. This is an excellent activity to place in a class scrapbook or clothbound book--both photographs and creative writings!

* THE TINIEST SOUND

What is the tiniest sound you have heard? Can you paint a word-picture of it? Make the words you choose help the reader to enjoy your sound experience. Remember to select your descriptive words carefully and artistically. (See THE TINIEST SOUND by Mel Evans, Doubleday and Company, 1969, for this lovely free verse format.) Share one or two of the descriptive vignettes with the children, but read only enough to establish the mood expectation. This exercise places a different accent on listening experiences. Children will be helped to see as well as to listen in this writing activity.

* THE NICEST THINGS

Write a poem in which you try to tempt somebody with all the nicest things you can think of, to convince that person to come and be with you and do things with you. You can say where you would go together, what you would see and hear, what you would do, the gifts you would give. Think about all the things the person would most like to do, and that you would like to do, too. If you like, you can start every line or every two or four lines with "Come with me, and. . ." or words to that effect.

Come with me, and
I'll play the guitar
for you all day long

Write a poem about a person whose name you like and about all the things the name makes you think of. Think of what colors the name is, what time of year it makes you think about, etc.

Joanne, your name is orange,
It makes me think of peach trees;
It makes me think of gold coins
floating in the sea.

* APOLOGIZE FOR SOMETHING you're secretly glad you did:

THIS IS JUST TO SAY

I have eaten
the plums
that were in
the icebox

and which
you were probably
saving
for breakfast

Forgive me
they were delicious
so sweet
and so cold

---William Carlos Williams
(American, 1882 - 1963)

THIS IS JUST TO SAY

That the dog
tore your
shoes in
to little pieces
and I let him
do it. It was quite amusing.

Dear bird

I am sorry
To kill you
But when you're cooked
You taste too good
With gravy

* OTHER POETRY IDEAS

Write about something you see, with one word in every line.

Dandelion

around
the
body
lies
fur
which
is
on
top
of
a
stem
which
is
all
yellow.

Write about something which is not "supposed" to be beautiful, but which you really think is!

The Charcoal

Inside the base-
ment

where there
is no beauty

lies a piece
of crumbled
up black

dark charcoal
shining from the

flaming fire
and soon to
join the fire

* WHAT FEELS . . .

SOFT AS A BUNNY, a lovely children's book by Lawrence F. Lowery and Albert B. Carr, contains an interesting poem pattern children will enjoy. When adapting poem patterns, it is most important to give the original author credit for his work. Children should know that they are "borrowing" an original poem pattern created by someone else. The following excerpt is taken from the above mentioned book:

What feels rough
a brush
a doormat
the bark of a tree?
Yes,
but are any as rough
as a beard that is tough?

Some examples created by second grade children using this pattern are:

What feels dry
a towel
a paper
the hot desert sun?
Yes,
but is anything as dry-
as a baked mud pie?
---Brad

What feels hot
a stove
a tar oven
a motor engine fire?
Yes,
But is anything as hot
as a boiling, bubbling pot?
---Mike

The following skeleton may be helpful when working with young children:

What feels ____________________
____
____
______________________________?
Yes,
but is anything as __________
as ________________________?

SOURCE: Marlyce Harte, Coordinator/Teacher of Gifted, Lansing School District, Elementary Enrichment Program, 500 West Lenawee Street, Lansing, MI 48933. PERMISSION GRANTED.

* CROSS-STITCH POEMS

Have you ever tried cross-stitch poems as techniques for children's poetry writing? Cross-stitch poems are also called "acrostic" poems. They are of varied length and rhyme scheme. The unusual aspect of such poems is that the first letter of each line is part of a word which can be read vertically. This interesting idea lends itself to a wide variety of themes, ideas, and subjects. Children can write cross-stitch poems about any of the following: (You will probably think of additional ones).

Girl's Names
Boy's Names
Seasons
Sports
Holidays
Subjects

Here are two examples of cross-stitch or acrostic poems:

M agnificent, magical mother of mine,
O thers will love you till you're ninety-nine!
T hen comes the time when you're 103,
H eck with the age, I'll love you for free!
E ither one age or the other,
R eason I love you, is 'cause you're my mother!

---Bill Pruitt - Age 10

S ilent the winds come a bringing,
P rimroses, dogwood and heather.
R apidly winter has vanished;
I nto the past it is banished.
N ow in bright April weather,
G o we to work lightly singing.

---Author Not Given

SOURCES: Marlyce Harte, Coordinator/Teacher of Gifted, Lansing School District, Elementary Enrichment Program, 500 West Lenawee Street, Lansing, MI 48933. PERMISSION GRANTED.

Jo Patterson, Consultant, Gifted Education, Memphis City Schools, 2597 Avery Avenue, Memphis, TN
Why Doesn't An Igloo Melt Inside? Compiled and Edited by Jeanette Saino and Johnnie R. Turner, 1978.

POETRY HINTS

Let's take a look at some of the techniques concerning poetry and other types of creative writing.

A figure of speech is any way of saying something in an out-of-the-ordinary-way. Both similes and metaphors compare things which are unlike. The simile expresses a comparison by using such words as like, as, than, similar to, or resembles. The metaphor is an implied comparison.

Simile: She was as welcome as a snake at a garden party.

Metaphor: The lawn is a green velvet gown sequined with dandelions.

Personification is the giving of human qualities or actions to inanimate things.
The sun strolled leisurely through the heavens.

Alliteration consists of the repetition of initial consonant sounds.
The solitary sadness of the last, loitering star
waves which whipped the wild geese as they
settled on the choppy lake

Onomatopoeia (onə mä′ tə pē ə) is a musical device which reinforces meaning through sound words ("snap," "crackle", "pop")
The whirrs of the power lawn mower
The crunch of crusty crust (also alliteration)
Shush-shush-sloshing of rubber boots through
the mud

Now let's find out what a sonnet is. A sonnet is a fourteen-line poem, expressing a single thought, feeling, or mood. The first eight lines usually present a picture or develop the main idea. The last six lines are usually your comment, or some action that you intend to do because of what you see in the first eight lines.

Rhyme schemes differ, but most sonnets follow this scheme:

First 8 lines:	Last 6 lines:
a	e
b	f
a	e
b	f
c	g
d	g
c	
d	

Around the Corner

There's a turning spot that I must pass	a
Often four times in a day,	b
Narrow, rather dark with grass	a
Growing, a neglected way,	b
Two long walls, a tumbled shed,	c
Bushes shadowing each wall.	d
I've always wondered where it led,	c
Some people say nowhere at all.	d
Sometime I will go on and see.	e
Here's the turning just in sight	f
Full of shadows beckoning me.	e
Sometime yes, but not tonight.	f
This turning might lead on I think,	g
On past my path, and steep, dark brink.	g

This next sonnet, by Elizabeth Barrett Browning is probably the most famous sonnet in the world:

How do I love thee? Let me count the ways.
I love thee to the depth and breadth and height
My soul can reach, when feeling out of sight
For the ends of Being and ideal Grace.
I love thee to the level of everyday's
Most quiet need, by sun and candle-light.
I love thee freely, as men strive for Right.
I love thee purely, as they turn from Praise.

I love thee with the passion put to use
In my old griefs, and with my childhood's faith.
I love thee with a love I seemed to lose
With my lost saints--I love thee with the breath,
Smiles, tears, of all my life!--and, if God choose,
I shall but love thee better after death.
---Elizabeth Barrett Browning

NOW, HOW DO I GET STARTED?

You might think of some aspect of spring--perhaps fruit tree blossoms. Write some impressions you have about them, with no thought of rhyme:

"like popcorn on the branch" (could be changed to limb or bough for rhyming purposes later on)
"a promise of summer fruit" "first hint of spring"
"pink dots against the sky" "lacy trim on winter limbs"

When you have written all your thoughts (using some figures of speech), organize them into a rhyme scheme for the first eight lines (if you are writing a sonnet). Then for the last six lines, think of what you might do or think as a result of the first eight lines (eat the plump plums, protect the fruit by frightening birds away, etc.)

SOURCE: Ouida Dillingham, teacher of Gifted, Sallie Humble Elementary School, 3800 Westminister Avenue, Monroe, LA 71201.
PERMISSION GRANTED.

CULTIVATING A PALATE FOR POETRY

INTRODUCTORY BOOK:

Clymer, Eleanor. Arrow Book of Funny Poems. Englewood Cliffs, NJ: Scholastic Book Services, 1961.

POETRY FOR YOUNG READERS AND WRITERS:

DeRegniers, Beatrice, Eva Moore, and Mary M. White. Poems Children Will Sit Still For. New York: Citation Press, 1969.

Frank, Josette. Poems to Read to the Very Young. New York: Random House, 1961.

Frank, Josette. More Poems to Read to the Very Young. New York: Random House, 1967.

Hoberman, Mary Ann. Nuts to You and Nuts to Me. New York: Random House, 1974.

Hopkins, Lee B. Pass the Poetry, Please! New York: Citation Press, 1972.

Hubell, Patricia. Catch Me a Wind. New York: Atheneum Press, 1968.

Margolis, Richard J. Looking for a Place. Philadelphia, PA: J. B. Lippincott, 1969.

Margolis, Richard J. Only the Moon and Me. Philadelphia, PA: J. B. Lippincott, 1969.

Snyder, Zelpha. Today is Saturday. New York: Atheneum Press, 1969.

ADAPTED FROM: Sara J. Lowe, Coordinator, Gifted and Talented Programs, Montgomery County Schools, 451 West Third Street, Box 972, Dayton, OH 45422. PERMISSION GRANTED.

POETRY FOR OLDER READERS AND WRITERS

(ADOLESCENTS AND UP)

Adoff, Arnold (ed.). Black Out Loud: An Anthology of Modern Poems by Black Americans. New York: Macmillan, 1970.

Cerf, Bennett (ed.). Bennett Cerf's Houseful of Laughter. New York: Random House, 1963.

Dunning, S., E. Lueders, and H. Smith (eds.) Reflections on a Gift of Watermelon Pickle. Glenview, IL: Scott, Foresman and Co., 1966.

Dunning, S., E. Lueders, and H. Smith (eds.). Some Haystacks Don't Even Have Any Needles. Glenview, IL: Scott, Foresman and Co., 1969.

Merriam, Eve. Finding A Poem. New York: Atheneum Press, 1970.

Peck, Richard (ed.). Poetry for Now: Sounds and Silences. Delacorte Press, 1970.

Summerfield, Geoffrey (ed.). Voices: An Anthology of Poems and Pictures. Chicago: Rand McNally and Co., 1969.

ADAPTED FROM: Sara J. Lowe, Coordinator, Gifted and Talented Programs, Montgomery County Schools, 451 West Third Street, Box 972, Dayton, OH 45422. PERMISSION GRANTED.

POETRY-WRITING BOOKS FOR TEACHERS

Applegate, Mauree. When the Teacher Says, "Write A Poem". New York, Harper and Row, 1965.

Arnstein, Flora J. Poetry in the Elementary Classroom. Englewood Cliffs, NJ: Appleton-Century-Crofts (now Prentice-Hall, Inc.), 1962.

Arnstein, Flora J. Children Write Poetry: A Creative Approach. New York: Dover Publications, 1967.

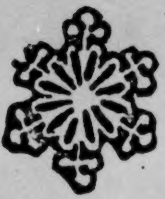
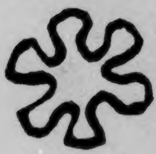
Haviland, Virginia, and W. J. Smith. Children and Poetry: A Selected Annotated Bibliography. Washington, D. C.: The Library of Congress, 1969.

Koch, Kenneth. Wishes, Lies, and Dreams. New York: Random House, 1970.

Koch, Kenneth. Rosie, Where Did You Get That Red? New York: Random House, 1973.

Walter, Nina. Let Them Write Poetry. New York: Holt, Rinehart and Winston, Inc., 1962.

ADAPTED FROM: Sara J. Lowe, Coordinator, Gifted and Talented Programs, Montgomery County Schools, 451 W. Third St., Box 972, Dayton, OH 45422. PERMISSION GRANTED.

CREATIVE WRITING

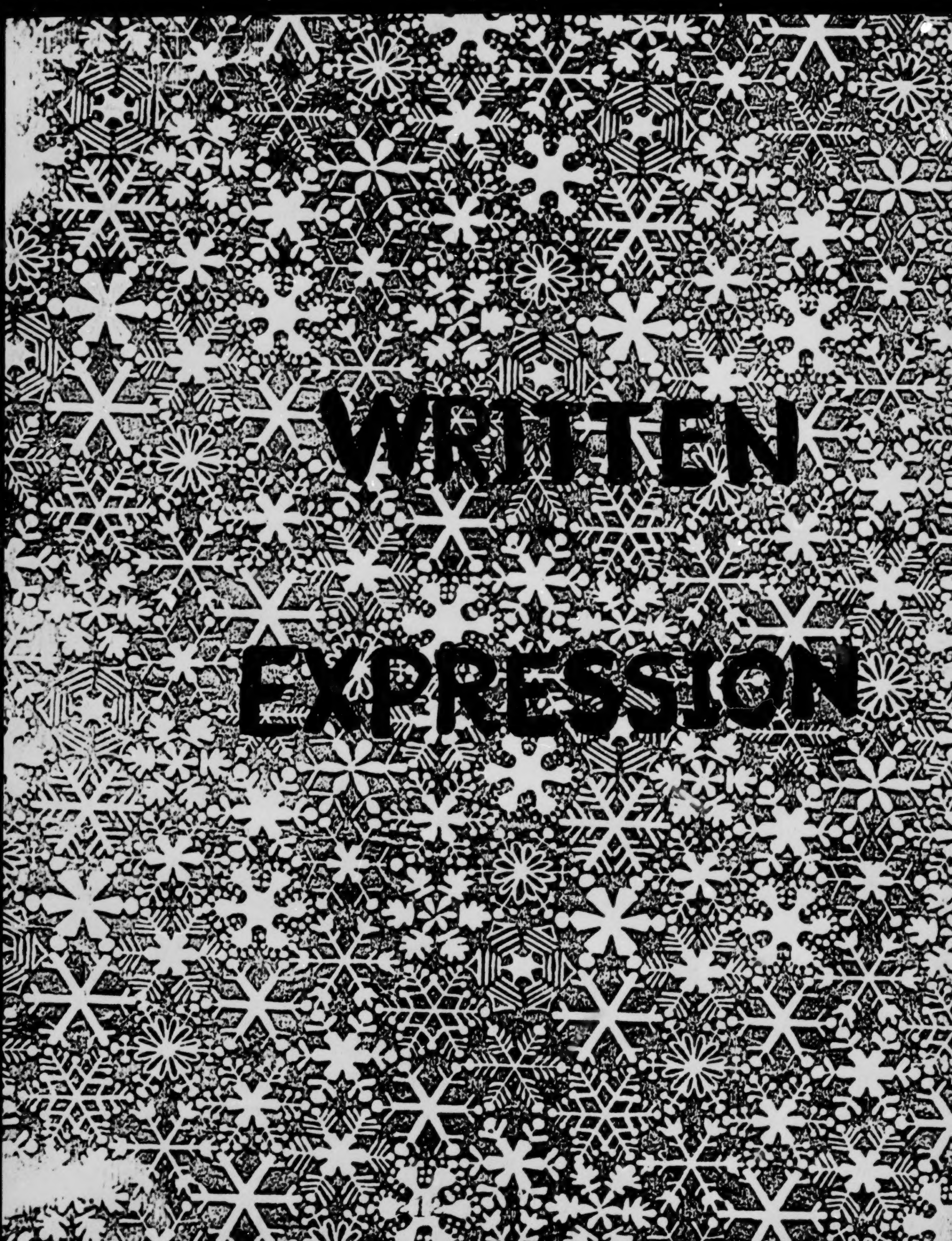
"A child writes creatively when he feels a need to put his personal thoughts and ideas into written words. In this sense the approach to creative writing is informal. The teacher's main task is to encourage the child's honest verbal expression of his ideas and feelings. Creative writing, according to this definition, cannot be assigned--only encouraged and facilitated by the provisions of adequate time.

Children should be encouraged and aided to write in situations which emphasize the expression of thoughts and feelings. In these instances the child should be free to write in his own way and feel secure about the acceptance of his writing by the teacher. Emphasis on the communication of ideas and emotions takes precedence over mechanics and form. The teacher who is truly interested shares his enthusiasm, and this enthusiasm, therefore, resolves itself into provision for time, for encouragement, and for assistance to individuals."

--English Language Communication
Illinois Curriculum Program

SOURCE: Region IV Area Service Center for Gifted, P. O. Box 320,
Carthage, IL 62321. Lawson Donald, Assistant Director.
PERMISSION GRANTED.

WRITTEN EXPRESSION



WRITING

FOR PRIMARY GRADES

Examples of types of studies or activities appropriate for use with gifted primary children in the area of Writing are:

1. Creative writing of poems and stories.
2. Interest center on story writing, stressing all the correct components that should be included in a good story.
3. Story starters.
4. Story endings.
5. Write poetry using various forms, especially unrhymed.
6. Making It Strange, Book I, by Synectics, Inc.

ADAPTED FROM; Springboard Curriculum Guide, Grades 2-12. Ocean Springs School District Springboard Teachers of Program for the Gifted, P. O. Box 729, Ocean Springs, MS 39564. PERMISSION GRANTED.

WRITTEN EXPRESSION

FOR INTERMEDIATE GRADES

Examples of types of studies or activities appropriate for use with gifted intermediate children in the area of Written Expression are:

1. Write original stories of the following literary genre:
    - a. tall tales
    - b. limericks
    - c. fairy tales
    - d. myths and legends
    - e. fables
    - f. "why" stories

2. Make original crossword puzzles.

3. Write original storybooks for younger children.

4. Poetry
    - a. Cinquain
    - b. Haiku
    - c. Tanka
    - d. Diamante
    - e. Couplet
    - f. Triplet
    - g. Internal Rhyme
    - h. Unrhymed
    - i. Definitional
    - j. Cross-stitch
    - k. Noun verse
    - l. Coined words

5. Books
    - a. Making It Strange, by Synectics, Inc.
    - b. Classroom Ideas for Encouraging Thinking and Feeling, by Frank E. Williams
    - c. New Directions in Creativity, by Joseph S. Renzulli
    - d. Scamper: Games for Imagination Development, by Robert Eberle.
    - e. Imagination and Language, by Linda Wermuth
    - f. Secrets and Surprises, by Joe Wyman and Lorraine Plum
    - g. Bowmar Materials
    - h. Essence Materials

6. Kits
    - a. Thinking Box Activities
    - b. Poetry Box, from Mississippi Learning

7. Good Apple Newspaper, from Good Apple Publications

ADAPTED FROM: Springboard Curriculum Guide, Grades 2-12. Ocean Springs School District Springboard Teachers of Program for the Gifted, P. O. Box 729, Ocean Springs, MS 39564. PERMISSION GRANTED.

YOUNG AUTHORS PROGRAM

Greenville City Schools -- Greenville, Ohio

Rationale--To promote a finished product in book form for the student who is talented in creative writing.

The Young Authors Program was initiated by the Talented and Gifted (TAG) Coordinator with volunteers from the Greenville Enrichment Association (the parent support group for gifted programs). A grant was received from the Martha Holden Jennings Foundation in Cleveland, Ohio, which gave financial support to the program and encouragement to continue stressing creative efforts by students.

A committee of teachers in the Greenville City Schools was established to communicate with "building teachers"--one teacher in each school building in the system who serves as a contact person for volunteers in the Young Authors Program when they go into the building to work individually with students on final drafts of their books.

All classroom teachers are asked to recommend students for the program and to submit completed manuscripts to a screening committee, which makes written suggestions to help volunteer mothers when they work with individual students. Book-binding is done by volunteers in afternoon sessions when enough final copies are completed to require four or five adults to bind them.

The cost to the school system has been nothing as far as materials, but administrative support has provided rooms and audio-visual equipment needed for book-binding. Materials, purchased by the Greenville Enrichment Association, at a cost of $22.00 per box, are kept in a Young Authors Box in each building, accessible to volunteers and students. Each box contains mimeograph graph for "dummy" book, construction paper, unique paper for final copy of students' books, pencils, pens, markers, colored pencils, chalk, glue, scissors, tape, yarn, samples of book cover materials, and stencils for lettering.

As much as possible, the Young Authors Program makes an effort to involve community volunteers in the book-making process. The program was begun in March, 1980, and completed its first "year" in May, 1981.

SOURCE: Laconda Donovan, TAG Coordinator, Greenville City Schools, Memorial Hall, W. Fourth Street, Greenville, Ohio 45331. PERMISSION GRANTED

CREATIVE WRITING STORY-STARTERS

In the November, 1980, issue of Learning, Billie Bidelman Little, in her entertaining piece entitled "Enter Teacher (Sleuth, Witch and Mad Scientist)", recounts how props, costumes and some creative teacher shenanigans changed her fourth graders' colorless writing in September to creative writing productions that she and the children thoroughly enjoyed.

After amassing props and costumes, several days were spent introducing the students to good descriptive writing--reading samples of good descriptions to them, as well as working on describing pictures and real people and "things."

Little explains how she used the props and costumes she had been collecting to spur the youngsters' imaginations to complete the following story-starter:

> It was a dark and stormy night. Thunder rumbled all around me. I sat in my armchair reading a ghost story. There was a knock on the door. I was too frightened to move. Slowly the doorknob began to turn and the door creaked open. . . .

Later she used props again to teach a unit on folktales, fairy tales and myths. For several weeks they read aloud from different stories and discussed the plots, language and types of characters. When she thought the children were ready to write their own fairy tales, Little left the room and returned transformed by her "bag of tricks." The children used this story-starter after seeing their teacher disguised as a "witch", to write their own fairy tales.

> Once long ago, there was a tiny kingdom by the sea. In this kingdom lived a small boy, who sat crying on a rock above the beach. As he cried silently, a dark figure approached. . . .

SOURCE: Billie Bidelman Little, "Enter Teacher (Sleuth, Witch and Mad Scientist)", Learning, Vol. 9, No. 4, November, 1980, pp. 70-71.

DESCRIPTIVE WRITING

WHO IS IT? Ask each student carefully to observe a school employee (a teacher, an office worker, someone in the cafeteria) and then to write a detailed description of the person. Have the student include physical as well as personality traits observed, being careful to show respect for the individual. Then have students read their descriptions aloud to classmates, who try to guess the identities of the employees. Discuss with the class how various descriptions could have been strengthened.

(FROM: Common Sense Composition, ERA Press)

ON THE JOB. In this activity, each student observes a person--inside or outside the school--performing some task or involved in a job. After a specified amount of time--one hour, one evening--the child writes what he has observed, including as many details about the task as possible. Later, students can exchange papers and discuss what makes for interesting reading.

(FROM: Writing To Be Read, Hayden Book Company)

SOURCE: "Middle Grades Idea Place," Learning, Vol. 9, No. 4, November, 1980, page 60.

CREATIVE WRITING

SOME USES OF PICTURES TO SPARK CREATIVE WRITING

1. Divide the class into small groups and use flat pictures as motivators for creative oral stories. Each student should have an opportunity to create his own original story about the picture.

2. Pictures can also be used in small groups to spark questioning techniques. Children might record all the questions that they can think to ask about a particular picture. Children should be encouraged to think of questions that are not answered in the picture.

3. Pictures can stimulate creativity if the students are encouraged to ask "What happened before this picture was taken?", and "What is going to happen next?"

4. Mini-pictures of single concepts can be excellent idea sparklers for cinquain, haiku, or tanka poem-writing if placed on small index cards (3" x 5"). It is a good idea to mount a picture on each side of the card and to laminate the cards for use in the creative writing corner.

SOURCE: Marlyce Harte, Coordinator/Teacher of Gifted, Lansing School District, Elementary Enrichment Program, 500 West Lenawee Street, Lansing, MI 48933. PERMISSION GRANTED.

WRITTEN EXPRESSION

IDEAS THAT ENCOURAGE CREATIVE STORY WRITING

1. A writer's corner
2. The "Yarn Spinner's Club"
3. The class story book
4. A story from a trip
5. An original animal story
6. Real adventures
7. Stories suggested by another story
8. Class development of a story from a picture (one form of "experience" story)
9. Human interest stories from newspapers (These are excellent "story-starters").
10. Stories that come from history
11. Guessing stories from book covers
12. Autobiographies; diaries
13. Scripts for radio stories
14. Scripts for original comic strips
15. Stories from titles
16. First-sentence starters
17. Writing endings to stories
18. Stories from a character described
19. Stories for sheer fun!
20. Stories centering around a place described
21. "Type" stories, such as Kipling's "Just So Stories"
22. Stories from children's favorite books
23. Characters children create
24. Stories about pets
25. Stories for special days

SOURCE: Region IV Area Service Center for Gifted, P. O. Box 320, Carthage, IL 62321. Lawson Donald, Assistant Director. PERMISSION GRANTED.

CREATIVE EXPRESSION

Animal Biographies

Write "pretend" biographies of such things as a fish, a monkey in the jungle, the last dinosaur, a monkey at the zoo.

Story Alterations

Listen to or read a story and change the personality of the leading character, timing of the climax, setting, or other alterations. See how the story would change.

Song Writers

Write new lyrics to a familiar song.

Creative History

Write a dramatization of an historical event and direct the production of it.

Write imaginatively the life of an historical character or person living in a particular period of history.

Draw a comic strip of some historical incident.

SOURCE: Dr. Joe Varacalli, Supervisor, Portsmouth City Schools, 411 Court Street, Portsmouth, OH 45662. PERMISSION GRANTED.

WRITTEN EXPRESSION

CREATIVE WRITING TOPICS

Write a highly adventurous story using members of the class as characters.

Pretend to be something that is not exactly alive and write about it--paper, tooth, eyebrow, tea kettle, football, etc.

Write a story about a runaway horse.

Describe what would most amaze George Washington, or Benjamin Franklin, or Abraham Lincoln, or Christopher Columbus about America today. What would make them most unhappy?

Take the leading character from a reading book story and transplant him or her into a new story. Of course, the character's personality, physical characteristics and attitudes must remain unchanged.

Write a story on the novelty topic: "What I Would Do If I Knew I Would Be Blind in Three Days".
Substitute "deaf" or "tasteless" for "blind".

Complete the following story:

> The night was still, broken only by the shrill screeches of a distant owl. The black, narrow house looked forbidding in the pale moonlight. The leaves which were still on the trees made rustling sounds as a faint breeze blew. . . .

Develop one of the following topics:

Jack Frost has been making lace again!
What a beautiful sunset!
Three silvery geese made a victory sign against the golden moon.

Write a description of one of the following:

the exact color of a lake
the new leaves
the song of a robin
the song of the wind that howls around the corner at night
the feeling in the pit of one's stomach when he/she is going to be punished.

Pretend that you are hiding in a tree along the street watching a number of boys and girls go down the street. From your high vantage point, take the sentence, "The boy (or girl) went home," and see dozens of different boys or girls as they go home and what happens next. Write about these boys or girls.

Do some of these phrases suggest a story to you?

cows standing in the shade
mirror-like surface of the sea
high, terrifying scream
bees buzzing about the garden
turtles stretched out in the sun
strange, unusual footprints

Imagine yourself in Never-Never Land, or in Old England, or on the moon. Write about your experiences there.

Write a story of a girl crossing the mountains in a covered wagon.

Select a picture from the picture file and write a story about it.

Tell what you like or dislike about school. Give reasons.

Write a story describing a new toy you have invented to amuse children under ten years of age.

Write a story describing six improvements that might be made in the ordinary shovel.

Write a story in which you present six ideas which would enable our school to save money.

Write a story about your favorite tastes or smells.

Write a story using these three phrases:

a twisted old tree   faint blue hills   tumble-down shack

Describe a fictitious person and make the reader or listener like or dislike this person from your description.

Pretend to be an inanimate object such as a doughnut, a flag, the wind, an apple, a leaf. Write how you might feel if you were that object.

Pick a favorite fictional character such as Tom Sawyer, Casey at the Bat, Caddie Woodlawn, Cinderella, Alice in Wonderland, Rumpelstiltskin, Snow White, Donald Duck, etc., and write a story about a personal adventure with him or her.

Write a conversation between two characters from fiction (fairy tale characters or persons from books you have read).

Write the most exciting or amusing experience (imaginative or real) you may have had in the past few months.

Describe your biggest worry or joy.

Express your own ideas on some subject in which you are interested either in school or outside of school.

Write a conversation that indicates character and action.

Write a dramatization of some incident in history.

Write a story of a conversation between two animals.

Write a news report on a field trip or other school activity outside the building.

Write a news report on something that has occurred in your building recently.

Describe a person in an action illustrating courage, laziness, anger, etc.

Write an imaginative story or a story of your own experience.

Can you write a story using some of these phrases that might give you a lonely feeling?

empty and quiet
aching heart
homeless
surrounded by stillness
steady downpour of rain
disappointed sighing
faint toot of an engine
longing for the sight of someone
sad and anxious eyes
shut in by towering trees
lengthening purple shadows

Can you write a story using some of these phrases that might give you a gay feeling?

flowers turning to the sun
wishes coming true
squirrels scampering
a shining blanket of snow
white cottages freshly painted
a rainbow bridge in the sky
boys whistling while fishing
birds singing in the trees

Can you write a story using some of these phrases that might give you a spooky feeling?

dark mysterious shadows
round and smiling moon
branches bending and groaning
black and scary night
listening and shivering
shutters banging back and forth
sudden hooting of an owl
sighing, sobbing wind
creeping closer and clower
anxiously listening

Write a descriptive paper entitled "My Dream House". You may substitute the words "car," "mother," " brother," " sister," or "teacher" for the word "house".

Suddenly you find yourself in a foreign country, such as Tibet, Communist China, or Russia. Write what you would do and how you would plan to get home.

Complete this story:

One evening I was walking through the jungle. I was all alone, and the night had many noises. All of a sudden I came to a bend in the road and there I saw. . .

Suggested topics about animals as:

I'm a lazy kitten
Little lost bunny
Tell a tale about a big fish
Why rabbits never wear earmuffs

Write about how the seasonal changes and weather phenomena such as snowflakes, raindrops on a windowpane, etc., came to be.

Write a story about what you would want to be if you were not a boy or a girl.

Develop one of the topics:

mysterious box
man with balloons
a blizzard
a bear in your camp
a plane failing to gain altitude
a mouse

Can you develop a story from one of these?

We never thought a stray puppy could cause so much trouble. . .
Teddy Bear sat at the table slurping his soup. . .
The rain dripped off Bumpo Rabbit's ears as he hopped off to school. .
The hinge creaked behind me. . .
The old man and the girl walked slowly up the street. . .

Write the story of an animal escaping from an enemy.

Choose a familiar sight and tell what it makes you think of.

Describe the experience you most want to remember, or forget.

Write a description of the things you like or do not like to smell, see, or taste.

Choose one of the pictures shown on the instructional display board and describe it.

Describe the house you live in, or the house you would like to live in.

Describe some object in the room.

Write a story incorporating as many brand names as possible.
Example: cigarettes

Write a new ending for a book.

Which "don't" do you hear most often? Write a story about it.

What do the clouds today make you think of?

"IF. . ."

Make a list of questions you want answers to.

"Opinions" Collect opinions on a topic of interest to you and write about it.

"Money Of My Own"

Things I Want to Change

Who is the bravest person you can think of and why? Write about it.

Other suggested topics:

I Am a Wastebasket

Christopher Columbus, 19--

Our Thanksgiving Dinner

Dear Santa, . .

Snowbound

If I Had Three Eyes

What is a Mother? Father?

Ad for a Make-Believe Product

If I Could Vanish

I'm Proud to Be an American

The World's Greatest Problem

If I Awoke and There Were No Trucks (or cars, or airplanes)

The Hardest Problem I Have

I feel proud when. . .

I look forward to . . .

I hope I'll never . . .

I wish people wouldn't . . .

I was never so embarassed as . . .

Describe some person in the room--outward appearance and character traits.

Write a story about an unusual topic such as: How a tree feels on a cold night.

Write a story about one of the following:

It is a beautiful, Indian Summer day.
The air is golden and the haze makes everything look unreal.
The trees stand motionless and the landscape seems to be dreaming.

Suggested ideas to be developed:

If I were a . . . .
These things I like/dislike . . .
I often wonder/worry about . . .
The sun/moon/stars remind me of . .
When I was younger . . .
A dog's long ears . . .
A kitten's soft purr . . .
A calf's pink tongue . . .

Complete the unfinished story:

Into the dark, cold den he crawled for the third time, slowly and painfully. On he crawled to the end of the cave where the great wolf was lying very still. Was she really killed or was she just stunned? He wondered. Cautiously he held the torch nearer her nose. . . .

Complete the unfinished story:

The King lay stretched in the warm sun on the east side of the cabin. At times he moaned and his legs jerked as he dreamed of rabbits racing through the tall grass. The Princess eyed him from the corner, then hobbled over, squatted down, and playfully whacked the King on the nose with her wooden leg. . . .

Name and write a story about this Whazsit! (Any of Dr. Seuss's illustrations are good for this.)

"Grab Bag Full" of Storysheets

1. If I Could Invent. . . .
2. If I Were a Teacher. . .
3. What I Like About Me. . .
4. If I Hibernated. . .
5. How I Get Into Trouble. . .
6. If I Followed an Ant. . .
7. Ways to Waste Time. . .
8. If I Hatched an Egg. . . .

See the example of No. 8 above "If I Hatched an Egg. . ." on next page.

IF I HATCHED AN EGG. . .

"If I hatched an egg, a grumwuff would come out. A grumwuff is a furry pink animal with no arms or legs. It sits on your shoulder all day, even when you're playing ball or brushing your teeth. Since it doesn't have any legs, a grumwuff just bounces from place to place."

---Mary Becker
Firestone Park School

BENJAMIN FRANKLIN'S SAYINGS

Explain two or three of these famous sayings by Benjamin Franklin (whose birthday is January 17th).

1. Speech is Silver, Silence is Golden.
2. Early to Bed, Early to Rise, Makes a Man, Healthy, Wealthy, and Wise.
3. The Early Bird Gets the Worm.
4. A Penny Saved is a Penny Earned.
5. Don't Put All Your Eggs in One Basket.
6. Remember that Time is Money.
7. God Helps Them That Help Themselves.
8. Never Leave That Till Tomorrow Which You Can Do Today.
9. Lost Time is Never Found Again.
10. There Never Was a Good War or a Bad Peace.
11. Keep Thy Shop and Thy Shop Will Keep Thee.
12. A Stitch in Time Saves Nine.

SOURCE: Region IV Area Service Center for Gifted, P. O. Box 320, Carthage, IL 62321. Lawson Donald, Assistant Director. PERMISSION GRANTED.

CREATIVE WRITING

I. As a group, brainstorm a list of things that die. Once past the obvious--people, plants, and animals--answers shoudl become more interesting (as a battery)

II. Study several obituaries from the newspaper. Identify the basic components of each obituary:

- name, age, address, occupation, faith of the deceased;
- time and cause of death;
- names of survivors;
- funeral and/or wake information.

III. Have students select an item from the list they made in number I above. Encourage them to use their creativity and sense of humor in composing an obituary for it.

IV. Each student reads his/her obituary aloud to class.

FOLLOW-UP: The same procedure may be used to create humorous birth and wedding announcements.

SOURCE: Patti Struck, Teacher of Gifted, Pass Christian Middle School, 315 Clark Street, Pass Christian, MS 39571.
PERMISSION GRANTED.

CREATIVE WRITING ACTIVITIES

* PERSONIFICATION RIDDLES

Be the thing! Be a common household item, a piece of playground equipment, or familiar classroom item. Describe yourself in first person, telling of your feelings, emotions, and viewpoint. Try to describe yourself carefully, and yet cleverly enough that others will not guess your riddle immediately. End your riddle with the question, "What am I?"

* ONE PRECIOUS THING

Pretend that it is the year 1850 and that you are a pioneer child getting ready to travel westward with your family. Because storage space in the family wagon is a most crucial consideration, your father has given you permission to take just one of your precious toys or personal possessions with you. The item that you select must be small enough to carry in your pocket. Think carefully about what you will take and carefully explain your reasons for your selection.

* FOOTSTEPS

Is there someone you would like to be like? Is there someone's footsteps you wish to follow? Why is this person special to you? What special things has he accomplished? What do you admire most about him personally? Tell who your special person is, why he is important to you, and why you hope to be like him.

* WORD ARTISTRY

Close your eyes and think of the most beautiful scene you can remember. What season of the year is it? What time of day is it? Let your senses savor and recall all the sights, colors, sounds, and smells that are part of this recollected scene before you open your eyes. Now, just as an artist uses colors to portray his ideas, you will use colorful words to express your thoughts. Sketch your scene with vivid and descriptive words. Try to use each word in your description as artfully and accurately as possible.

* MECHANIZED VIEW POINT

How do you think you, a human being, must look to a machine? What remarks, comments and criticisms do you think a machine might make about you if it could talk? Write your story as though the machine were doing the talking and describing its impressions and concerns about you. What criticisms might a machine make of you? How might a specific machine feel about you?

* ALLITERATIVE AVALANCHES

Alliterative Avalanches are delightful giant tongue twisters created from a collection of words starting with the same letter or sound. The teacher should plan to stock-pile a word hoard with the children before this exercise is begun.

> *Three tricky, tongue-tied toads thumped*
> *triumphantly through the thick thicket,*
> *thankful that the thorny thatch of thistles*
> *had sheltered them through Thursday's*
> *throbbing thunderstorm.*

* ADD AN ALPHABET TO YOUR AGENDA!

For a delightful vocabular extender and exciting addition to any language assignment, let children try composing alphabets. The teacher should run off a "ream" of blank alphabet skeleton sheets so this activity can be open-ended and adapted easily to suit any of the following alphabet suggestions:

> *Animals, Foods, Names for Boys [and Girls], Clothes, Cars, Groceries, Library Books, Television Shows, Vegetables, Fruits, Toys, Names of States, Names of Rivers, Names of Countries, Things in my Closet, Community Helpers, Names for Whales, Hobbies, Deciduous Trees, etc.*

The children will think of many other suggestions! When vocabularies become more sophisticated and fluent, children can create their own ALLITERATIVE ALPHABETS by placing alliterative adjectives in front of each noun.

* TREE TALK

Pretend you are a tree! Tell what kind of tree you are and describe your physical structure and appearance. Relate your observations, experiences, and changes witnessed in your life span. Tell how you feel about seasonal changes and life around you.

* A LEAFY HIDEOUT

Pretend you are a world-famous tree architect and create on paper a design for an innovative and unusual tree house. Describe all the unusual features your special tree house contains in a story or poem.

* SCHOOL DESIGN -- 2000

What changes would you make if you were to design a new school? Would there be teachers, desks, windows, machines and walls? Perhaps you will want to invent new names for your new inventions. What changes will be wrought in schedules, materials, and curriculum planning in your proposed school?

* MOUSE IN YOUR HOUSE

Be the "Mouse in Your House" and describe the people in your house from a mouse's point of view. What might a mouse think of some of your activities and priorities? What things might seem funny? puzzling? or even humorous to the mouse in your house?

* MOD MOTHER GOOSE!

How might some of the old nursery rhymes be changed into modern headline stories? What would happen to the rhyme of "Peter, Peter, Pumpkin Eater" if a modern-day news writer ever got hold of it? Also, how might a science writer report about the episode of "Hey, Diddle, Diddle"? In what section of the newspaper might "Tom, Tom, the Piper's Son" appear? Think of other "old" nursery rhymes you could "modernize".

* NIGHT SHADOWS

How do you feel when you are alone in the dark? Are you ever afraid when the light is turned off at night? Do night noises frighten you or do shadows sometimes seem to reach for you? Are you ever lonely? Describe your feelings, thoughts and what you think about before you fall asleep at night.

* FREE WHEELING

Pretend that you are a wheel--any wheel that you find most interesting. Describe yourself and tell of your importance, function, routines, and experiences. You might be the wheel on a roller skate, the cog wheel in a tiny watch, the pulley wheel on a school flag pole, a steering wheel in an expensive sports car, or a fly wheel in a giant computer. What "wheel" you be and see? Involve as many insights, impressions, and adventures in your "wheel tale" as possible.

SOURCE: Marlyce Harte, Coordinator/Teacher of Gifted, Lansing School District, Elementary Enrichment Program, 500 West Lenawee Street, Lansing, MI 48933. PERMISSION GRANTED.

PUBLISH THEIR WORK

As you begin to collect pieces of outstanding writing from your students, keep in mind that many magazines accept contributions from children. If you or the students are interested in sending material to one or more of them, first study several representative issues from the library to get a feel for the kind of writing the editors are looking for in their particular magazine. Be sure to look for guidelines that describe the form in which the magazine wants contributions submitted, and always keep a copy!

On the following pages are listed the names and addresses of some magazines which accept children's contributions. These are, perhaps, the best chances for young people to have their works published, but do not hesitate to submit student writing to other publications as well.

SOME MAGAZINES WHICH ACCEPT CHILDREN'S CONTRIBUTIONS

The Beehive
201 Eighth Avenue, S.
Nashville, TN 37203
Editor: Martha Wagner

Child Life--Mystery and Science Fiction Magazine
The Saturday Evening Post
P. O. Box 567-B
Indianapolis, IN 46206
(ages up to 14; "Rhyme Time" or "Letters From Near and Far". Prints poetry and letters.)

Children's Digest
52 Vanderbilt Avenue
New York, NY 10017
Editor: Elizabeth Mattheos

Children's Express
Children's Cultural Foundation, Inc.
66 Band Street
New York, NY 10014
(ages 7-13; photographs, transcripts, or manuscripts must be accompanied by a self-addressed envelope, if material is to be returned.)

Children's Playmate
Youth Publication
Saturday Evening Post
P. O. Box 567-B
Indianapolis, IN 46206
(ages 3-8)

Children's Service Program
Concordia Publishing
3558 S. Jefferson Avenue
St. Louis, MO 63118

Climb
Warner Press
1200 East 5th Street
Anderson, IN 46011
Editor: William A. White

Cricket
Editor-in-Chief
P. O. Box 100
LaSalle, IL 61301
(ages 8-12)

Dash
P. O. Box 150
Wheaton, IL 60187
Editor: Don Dickson

Discoveries
6401 The Paseo
Kansas City, MO 64131
Editor: Ruth Henck

Ebony, Jr.!
Writing Readers
820 South Michigan Avenue
Chicago, IL 60605
(ages 6-12; prints letters, riddles, jokes, poetry, short stories. "Major works" appear as winners of annual contest in two divisions: ages 6-8 and 9-12)

The Electric Company Magazine
Editor, Children's Television Workshop
1 Lincoln Plaza
New York, NY 10023
(ages 7-11; runs a monthly joke and cartoon page containing reader submissions)

Highlights for Children
Editorial Offices
803 Church Street
Honesdale, PA 18431
(ages 5-14; prints all forms of original work in "Our Own Page" section.)

Humpty Dumpty
Manuscript
Bergenfield, NJ 07621
(ages 4-8)

Jack and Jill
1100 Waterway Boulevard
P. O. Box 567-B
Indianapolis, IN 46206
(ages 5-12; prints photographs, letters, drawings, poetry, and stories)

Kids Magazine
747 Third Avenue
New York, NY 10007
(ages 5-15; entirely written and edited by children; prints any original work.)

Ranger Rick's Nature Magazine
1412 16th Street, N. W.
Washington, D. C. 10036
(ages 7-12; prints poetry, jokes, riddles, games and letters; occasionally requests submissions about a specific topic.)

Sesame Street Magazine
Art Editor
Children's Television Workshop
1 Lincoln Plaza
New York, NY 10023
(ages 3-6; prints art work.)

Stone Soup
Box 83
Santa Cruz, CA 95063
(ages up to 13; entire contents by children: fiction, poetry, art work, and photography.)

Weewish Tree
American Indian Historical Society
1451 Masonic Avenue
San Francisco, CA 94117
(all ages; prints contributions from American Indian children.)

World (National Geographic)
National Geographic Society
17th and M Streets, N. W.
Washington, D. C. 20036
(ages 8 and older; stories, jokes, posters, mazes, puzzles, games, and photographs.)

Young World
P. O. Box 567-B
Indianapolis, IN 46206
(ages 10-14; prints poetry, drawings, fiction, and letters asking for information or advice)

SOME BOOK COMPANIES WHICH WILL PUBLISH CHILDREN'S WORKS

Abingdon Press
201 Eighth Avenue South
Nashville, TN 37202
Att'n.: Juvenile Editor

Addison-Wesley Publishing Co., Inc.
General Book Division
Reading, MA 01867
Att'n.: Children's Book Dept.

Augsburg Publishing House
426 South Fifth Street
Minneapolis, MN 55415
Att'n.: Director, Book Dept.
(Specializes in Christmas Books)

Grosset & Dunlap, Inc.
51 Madison Avenue
New York, NY 10010
Att'n.: Editor-in-Chief
(Children's Picture Books)

Harper & Row, Publishers, Inc.
10 East 53rd Street
New York, NY 10022
Att'n.: Juvenile Editor

Rand McNally
P. O. Box 7600
Chicago, IL 60680
Att'n.: Juvenile Editor

BOOKS TO ENCOURAGE YOUNG AUTHORS

GENERAL:

Hopkins, Lee B. Books Are by People. New York: Citation Press, 1969.

Hopkins, Lee B. More Books by More People. New York: Citation Press, 1974.

BOOKS BY YOUNG AUTHORS:

Barnstone, Aliki. The Real Tin Flower: Poems About the World at Nine). New York: Crowell, 1968.

Baron, Virginia O. (ed.) Here I Am! (An Anthology of Poems Written by Young People in Some of America's Minority Groups). New York: E. P. Dutton, 1969.

Dunn, Harold (ed.) A Blizzard Is When It Snows Sideways. Wayne, NJ: Western Publishing Co., 1969.

Farrell, D., and R. M. Hayes (eds.) What Is a City? (Young People Reply). Boston: Boston Public Library, 1969.

Grosvenor, Kali. Poems by Kali. New York: Doubleday, 1970.

Holland, John (ed.) The Way It Is. New York: Harcourt, Brace Jovanovich, Inc., 1969.

Hopkins, Lee B. (ed.) City Talk. New York: Alfred Knopf, 1970.

Josphy, Stephen (ed.) The Me Nobody Knows. Avon, 1969.

Kempadoo, Manghanita. Letters of Thanks. New York: Simon and Schuster, 1969.

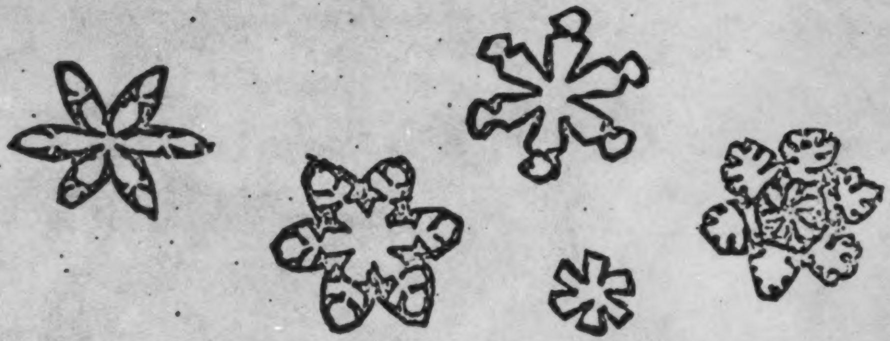
Larrick, Nancy (ed.) Green Is Like a Meadow of Grass. Champaign, IL: Garrard Publishing Co., 1968.

Lewis, Richard (ed.) Miracles. New York: Simon and Schuster, 1966.
Lewis, Richard (ed.) Journeys. New York: Simon and Schuster, 1969.

Sheedy, Alexandra. She Was Nice To Mice. New York: McGraw-Hill, 1975.

Steptoe, John. Stevie. New York: Harper and Row, 1969.

ADAPTED FROM: Sara J. Lowe, Coordinator, Gifted and Talented Programs, Montgomery County Schools, 451 W. Third St., Box 972, Dayton, OH 45422. PERMISSION GRANTED.



"Education today is faced with incredible challenges, different from, more serious than, it has ever met in its long history. To my mind, the question of whether it can meet these challenges will be one of the major factors in determining whether mankind moves forward, or whether man destroys himself on this planet, leaving this earth to those few living things which can withstand atomic destruction and radioactivity. . . .

"I see our whole educational system at a crisis point--a point of desperately important choice. . . .

"I rely on the potentiality and wisdom of the human being--if this potential can be released--to bring about the desperately needed changes in education, before it is too late."

---Carl R. Rogers, in the
Foreword of his
Freedom to Learn.

2020 FORESIGHT - IMAGINING THE FUTURE

STARTERS FOR FUTURISTIC THINKING

List all of the things you absolutely MUST have 30 years from now if you are to be happy.

Design a wardrobe for the 2020 man or woman.

Write and produce a play based on the implications of the futures wheel.

Using an almanac, research to try to get some real numbers to demonstrate exponential growth.

WRITE A DESCRIPTION OF YOURSELF—A RESUME PERHAPS—FOR YOURSELF—20 YEARS FROM NOW; 30 YEARS FROM NOW. . .

LIST MANY EFFECTS OF THE ENERGY CRISIS

List 5 items you use every day. What alternatives to these items do you think the future holds?

Compare and contrast transportation now and in the year 2020.

Describe the "ideal" world you want to live in when you grow up, including your personal belongings, transportation you expect to use, schools, colleges, entertainment, recreation, weather, housing, etc. Design a mural of "your" world.

GIVE CAUSES AND EFFECTS OF THIS STATEMENT: *"In the year 2020 students will attend school only 3 days a week."*

I. LIST MANY ALTERNATIVES FOR MAKING MONEY IN THE FUTURE. CONSIDER THESE CRITERIA:
    1. Is it safe?
    2. Will there be a demand for this?
    3. Will materials be available?

II. USING THESE CRITERIA, WEIGH EACH ALTERNATIVE AND STATE YOUR CHOICE.

III. GIVE REASONS FOR YOUR DECISION.

List as many ways as you can to conserve energy.

Use the Creative Problem-Solving Method to find a method or system of disposing of garbage in the future.

2020 FORESIGHT -- IMAGINING THE FUTURE

Incorporated into the Guidance Laboratory experiences of gifted and talented high school seniors attending the career education program at the Center for Career Development and Occupational Preparation at Texas A&M University, is the developing and writing of "Scenarios."

On the next page is Dr. Ellis Paul Torrance's DIRECTIONS FOR SCENARIO, and the three following pages contain scenarios written by high school seniors, from Keeping a Sense of Direction in a Snowstorm, by Sharon Colson, Christopher Borman, and William Nash; published by the Center for Career Development and Occupational Preparation, College of Education, Texas A&M University, College Station, Texas 77843, @1978. REPRINTED WITH PERMISSION from Sharon Colson.

DIRECTIONS FOR SCENARIO

Write a scenario of a day or week in your life as it might occur in the year 2001. A scenario is simply a description of a sequence of events that might possibly happen in the future. A scenario is usually developed by studying the facts of a situation and selecting a development that might occur, and imagining the range and sequence of events that might follow. Use the facts you have about yourself, the occupation you have described, and the future and try to imagine a specific day or week in the year 2001. Describe what you will be doing, where you will be, whom you will be with, what will be happening in the world, and how you will feel about all of these things.

Source: E. PAUL TORRANCE
University of Georgia
Athens, Georgia

REPRINTED WITH PERMISSION from Sharon Colson.
SOURCE: Keeping a Sense of Direction in a Snowstorm, by Sharon Colson, Christopher Borman, and William Nash. Center for Career Development and Occupational Preparation, College of Education, Texas A&M University, College Station, Texas 77843, ©1978.

Scenario

The year is 2020, the day is December 25; Christmas, as it used to be called, the time is 1830 hours. My name is Paul Bassett and I've just finished my shift as the engineer in charge of the laser-transfer section of the UN150M research solar energy conversion station. As my title might lead one to believe, I'm in charge of the section conducting research on how best to upgrade the efficiency of the laser method currently employed in the transfer of energy from this station to the Earth-based reception station. UN150M is a relatively small, moon-based power station capable of producing only 3.6×10^6 KW and housing a mere 5000 researchers, families, and supportive personnel.

I've been in space ever since the USA1 opened back in 1990. I wouldn't trade my life in space for an earth bound job for anything. Back in the early days, life on a space station wasn't all that comfortable; but these days, with all the improvements that have been made, a space station can compare with anything as far as comfort goes. However, as space stations improved, they also improved life on earth drastically. Before space stations came along, the earth was steadily running out of raw materials, energy and food. With the advent of asteroid mining, satellite energy stations and space farming, these problems were, to a great extent, solved.

Although space stations solved some of the earth's biggest problems, probably the greatest effect of the stations was in the area of world government. Projects as large as these required huge, multi-nation organizations. As the earth became more and more dependent on the space projects to supply its needs, these organizations and the people who ran them became more powerful. Finally, these organizations had virtually all the power and a new form of government had evolved, that of government by corporation. Since these corporations are essentially profit-oriented, the governments they run are very efficient. This efficiency has shown up in improved conditions, both economic and social.

Man, up to this point, has made great studies toward the perfect society. Although this ideal is an impossible dream, man, the dreamer, will keep on trying for it.

Author: *PAUL BASSETT*
College Station, Texas

SOURCE: Keeping a Sense of Direction in a Snowstorm, by Sharon Colson, Christopher Borman, and William Nash. Center for Career Development and Occupational Preparation, College of Education, Texas A&M University, College Station, Texas 77843, ©1978. REPRINTED WITH PERMISSION from Sharon Colson.

2001: A Sea Odyssey

7:00 A. M. The sun's gentle rays woke me up this morning. Everyone else in the house was asleep so I decided to walk around outside. I enjoyed the fresh air and with every breath I relaxed. I've always enjoyed living on this island in the South Pacific. When these communities were started as a solution to over-population I was skeptical that I could adjust. As I stand on the edge of my island, the tide creeping over my feet, I can see several other islands like mine, and I know now I would never want to leave this community. Each island is about two or three acres (only ten feet thick) and floats on top of water. Each island has a home and whatever the family desires. Each of the homes has a hole in its middle allowing passage to the underwater multi-level community which contains government structures, shopping areas, and schools.

11:00 A. M. This morning I taught school. I enjoy working with high school youth.

12:00 A. M. I went to the music library and checked out some songs and browsed through the recordings.

1:00 P. M. I ate lunch above sea level at Bill's Restaurant with my family and friends. We ate oranges, algae, and barbecued fish.

5:00 P. M. All afternoon I worked with some high school kids in the community park. We worked on the music I checked out. Then we engaged in popular sports – air and water sports.

7:00 P. M. After flying home, I ate supper with my family on the porch of our home.

10:00 P. M. I showed a movie in our yard (under the stars) to my family and some other friends.

12:00 P. M. Content, I went to bed.

Author: DIANA PFANNSTIEL
College Station, Texas

SOURCE: Keeping a Sense of Direction in a Snowstorm, by Sharon Colson, Christopher Borman, and William Nash. Center for Career Development and Occupational Preparation, College of Education, Texas A&M University, College Station, Texas 77843, ©1978. REPRINTED WITH PERMISSION from Sharon Colson.

Scenario

It's December 7, 2000, at Antilles One located in the northermost quadrant of the Sea of Storms. I'm Dr. Terrance Stover, lead engineer and construction supervisor of the new moon base. It is designed to house up to fifteen hundred technicians and their families and all the gardens and synthesizers to support them all. When completed, it will be the largest base within 1700 kilometers and will serve as a support base for the small mining camps located in the mountain ranges, just visible on the horizon.

We have 87 people with our crew now, but the number will expand rapidly because we have just installed the first phase of the living quarters. Fortunately, we lie high on the commissioner's priority list. We do not wait nearly as long for supplies and we have our own power stations so we need not rely on solar cells and batteries. Only the moon port, which acts as a base for all deep space missions and supply station for moon satellites, and its huge population of seven thousand is better equipped.

Seven thousand! I can still remember the first landing on the moon, way back in '69. Just thirty years ago there were only three people in space, now there's thirty thousand. We are really fortunate up here. Our synthesizer provides us with all the oxygen and water we need and we even have energy to waste. It is really a desirable place, better than earth with its poisoned water, food riots, plagues and energy problems. They had four riots in New York yesterday; they thought that they needed more food. They should be glad to get 40 grams per day; in most places the ration is 15 grams. It's a far cry from when I was a kid: we had food to stuff ourselves with and only had to pay with money. None of these silly ration coupons that cost more than the food ever existed then, and how about those wasteful automobiles; they spent enough energy to power three synthesizers. But we had plenty of energy then, and plenty of food and homes and even water. We thought water would never be a problem, but the chemicals and radiation found their way into the aquafiers. Of course we were told that it would happen, but we still had plenty of rain. Now the rain can even take the finish off of metal. And how about food? We thought we could produce enough to feed the world, and we did. But then the petroleum supply dwindled; they never realized how dependent agriculture was on oil. Now most of the food grows in the hydroponic soybean plants. You know, up here we have real meat, and the President in Washington eats soybeans. The plagues were under control too, in fact, there were no plagues, not the kind we have now anyway. We had medicines, but we have them now, too. But inoculating eight billion people is impossible, even if the serum was available.

You know, I never realized how well off I am up here. Plenty of food and water, and energy too. I was going to take my family back to earth a while back, but the physicians said their bodies wouldn't tolerate the strain. It's sort of a shame, they've never been there you know. But it's such a mess anyway. They're dragging us down with them though. Ninety-five percent of our power generated is beamed to them, and they take our food, too. The only reason the commissioner is still in control is that our energy powers their military. They depend on us for everything. If we cut off the power, they couldn't even send ships to turn it back on. We should be in control. In fact, we will have more than two hundred thousand people in space, on the moon and mars and its moons within ten years. All the technocrats will live up here; we'll have all the brains, and we'll be entirely self sufficient. The earth is too polluted to do us any good anyway. I've heard of a movement for Space Colonies independence before, seems like a good idea. We should leave those earth people to themselves, let them work out their own problems.

Author: *TERRY STOVER*
College Station, Texas

SOURCE: Keeping a Sense of Direction in a Snowstorm, by Sharon Colson, Christopher Borman, and William Nash. Center for Career Development and Occupational Preparation, College of Education, Texas A&M University, College Station, Texas 77843, ©1978. REPRINTED WITH PERMISSION from Sharon Colson.

The Lost Space Ship

Zig and Zag are people from outer space. They wanted to fly to the moon. But they got lost and landed on Earth. They landed near a park in town. They saw that their space ship was broken. Zig and Zag needed help to fix their ship.

"Where are we?" asked Zig.

Zag looked around. She saw a flower. "There are green things here," she said. "We must be on Earth."

"Good," said Zig. "There are no people on the moon. But there are many people on Earth. They will help us fix our ship."

Zig and Zag did not know what Earth people looked like.

A snake came near the space ship. Zig and Zag saw the snake move.

"Hello, sir," Zig said to the snake. "We are glad to see you. We need help to fix our ship. Can you help us?"

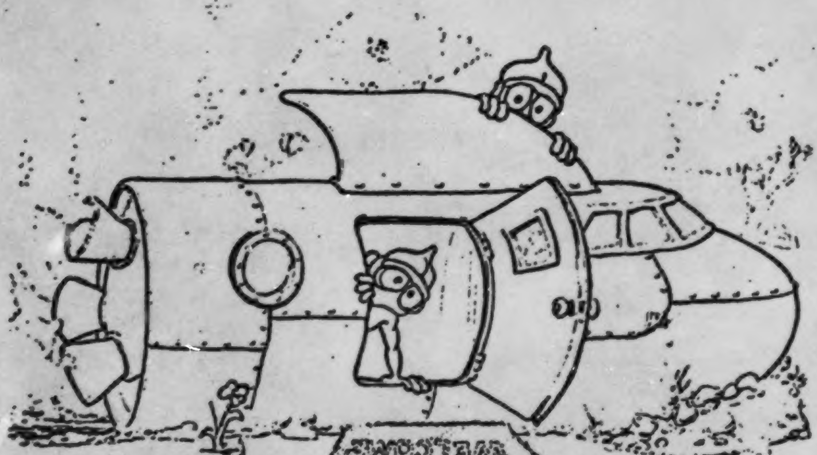
The snake did not answer.

Next a cat came along. The cat stopped to look at Zig and Zag.

"Hello, sir," Zag said to the cat. "We are glad to see you. We need help to fix our ship. Can you help us?"

But the cat did not answer.

Zig and Zag could hear singing, barking, and sounds of playing. Were there people nearby who could help them?



Questions to Think About . . . .

Will Zig and Zag be brave enough to leave their space ship? Will they find help to fix their space ship? How will the story end?

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ENRICH/OHAUS, 760 Kifer Road, Sunnyvale, CA 94086.

FAR OUT STORY STARTERS EN73207 © 1979, ENRICH, INC., Sunnyvale, CA 94086

Name ____________________________ Date ______________

6 Let's write a slogan (a)

Very often, large companies develop slogans that help people remember the names of the companies and the products they make. These slogans help promote business for the company, and therefore a great deal of thought goes into creating a catchy phrase that customers will always associate with a particular business or company. You have probably heard some of these slogans on television.

See if you can create three clever slogans for each of the following types of businesses. Try to make your slogans short and interesting so that people can remember them easily. You can make up names for the businesses or use the names of businesses in your community.

A clothing store

____

____

____

____

An airline

____

____

____

____

A grocery store

____

____

____

____

SOURCE: *New Directions in Creativity* (Sample Packet 53-92006) O. V. "Duffy" Dufour, Representative, 2016 Wedgewood Avenue, Alexandria, LA 71301. PERMISSION GRANTED.

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Susan E. Clements, Director of
Marketing and Sales

HARD NEWS
?
Feature Story

- What's the difference? How can you easily tell which is a hard news story and which is a feature story? This writing experience will clear it all up for you! Choose a small object, such as a box. First, write a hard news story about the box, then a feature story. Read the following example:

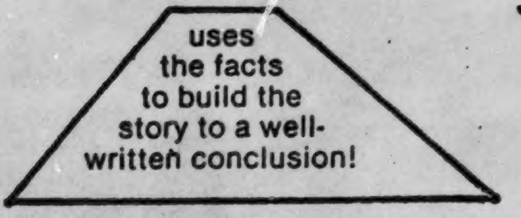
> On Tuesday, October 11, a box was found on the corner of Elm and Green streets. The box was white and measured 6" x 4" x 3". Since there was no name on the box, I kept it.

- Remember . . . a hard news story tells THE FACTS. These facts are the 5 W's . . . Who, What, Where, When, Why and sometimes How. Can you find the 5 W's in the above story?

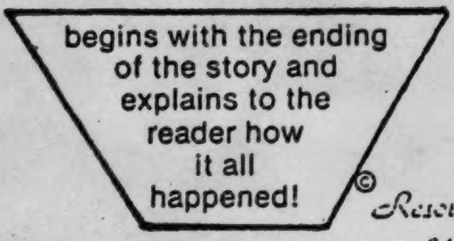
> I felt curious and a little bit afraid as I gazed at the small, white box I had just found. What could be in it? I was walking home from school when I saw it sitting there. There was no name on it. I looked up and down Elm and Green street. There was no one around.Slowly, I lifted the lid. There was a $100 bill inside! I wondered if I should keep it. I decided to write about what happened and send it to the newspaper. Maybe I'd be lucky and no one would claim the box.

- A feature story writer takes the facts and uses them to create an interesting, often exciting story. Two typical styles are:

THE PYRAMID


uses
the facts
to build the
story to a well-
written conclusion!

THE INVERTED PYRAMID


begins with the ending
of the story and
explains to the
reader how
it all
happened!

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3421 N. 44th Street
Phoenix, AZ 85018
(602) 959-9770

Who's Afraid of the Big Bad Wolf?

Mark 3

Name ____________________ Date ____________________

5 Another point of view (a)

Do you remember the story about the three little pigs? In that story, the wolf is pictured as a mean and evil character, but no one has ever told the story from the wolf's point of view. Imagine that you are the wolf in this story. Retell your story in a way that will let the reader understand how it feels to be the big bad wolf. A few lines are written to help you get started. Use the back of this page if you need more space.

The Three Little Pigs
by
I. M. A. Wolf

It's not easy being a big bad wolf. I don't have very many friends, and everybody runs away when they see me coming.

NEW DIRECTIONS IN CREATIVITY, Mark 3. REPRINTED WITH PERMISSION From:
O. V. "Duffy" Dufour, Representative, Harper & Row, Publishers, Inc.,
2016 Wedgewood Avenue, Alexandria, LA 71301

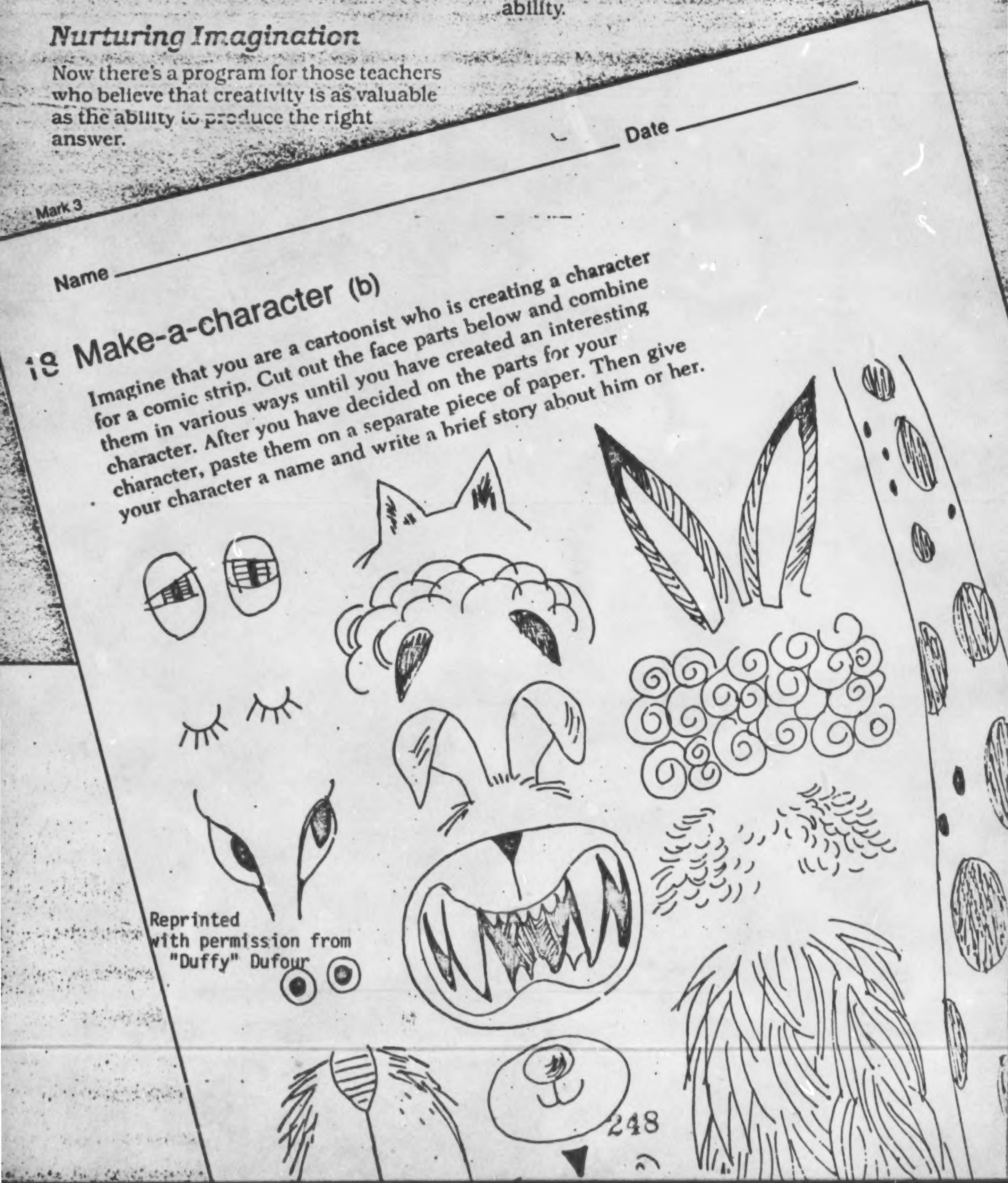
Harper & Row, Publishers, Inc.
School Department

As students, children quickly learn the value of academic achievement and they develop the desire to conform. In the process, their creativity is often stifled.

Nurturing Imagination

Now there's a program for those teachers who believe that creativity is as valuable as the ability to produce the right answer.

NEW DIRECTIONS IN CREATIVITY is designed to encourage and stimulate children to express their creativity in a variety of ways, regardless of age and ability.



Mark 3

Name

Date

18 Make-a-character (b)

Imagine that you are a cartoonist who is creating a character for a comic strip. Cut out the face parts below and combine them in various ways until you have created an interesting character. After you have decided on the parts for your character, paste them on a separate piece of paper. Then give your character a name and write a brief story about him or her.

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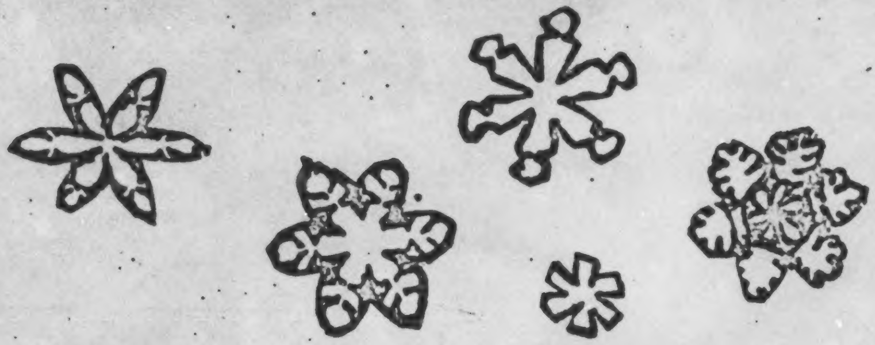
". . . The general objects . . . are to provide an education adapted to the years, to the capacity, and to the condition of everyone, and directed to their freedom and happiness . . . We hope to avail the state of those talents which nature has sown as liberally among the poor as the rich, but which perish without use if not sought and cultivated."

---Thomas Jefferson, *Notes on Virginia*

"One man's dream often becomes another man's challenge, and they require a third or fourth individual to bring it to fulfillment."

---Sidney J. Parnes

and other Language Arts



READING AND COMPREHENSION

"Probably reading offers the easiest and best single way to enrich the program for Gifted Children, provided they have learned to read and appropriate books are available. It is not uncommon to find a first grade child who will become absorbed in reading stories of third or fourth grade difficulty, or a third grade child who sets about reading in encyclopedias and other difficult source materials with all the ease and directness of a fifth or sixth grader.

Guidance in reading for able children should include the development of fundamental skills. Such children, however, need less practice to develop a sight vocabulary and more quickly sense likenesses and differences in the appearance and meanings of words. They are ready for word analysis skills earlier and need only an occasional tip to develop this ability. They are able to react thoughtfully to what they read and should be encouraged to do so. In short, such children should not be allowed to coast along at the slower pace set by other classmates, but should be given opportunities not only to read more widely but to develop comprehension skills on a higher level."

---East Shore manual

SOURCE: Dr. Joe Varacalli, Supervisor, Portsmouth City Schools, 411 Court Street, Portsmouth, OH 45662. PERMISSION GRANTED.

READING SKILLS

Reading skills for the gifted should include:

1. Determining the purpose of reading a particular item and adapting one's method of reading to this purpose.
2. Increasing ability to comprehend difficult materials: main ideas; ideas in sequence, relating details to the ideas they elaborate.
3. Responding actively to reading materials: drawing inferences, seeing relationships, arriving at conclusions.
4. Reacting critically to material: discriminating among sources, weighing the validity of information presented, selecting what is important and relevant, distinguishing fact from opinion, turning to other sources to check accuracy and significance of material read.
5. Locating information: table of contents, employment of dictionary, index, glossary, encyclopedia, atlas and other reference works; reading maps, charts, graphs, tables; use of library tools such as card catalogues and periodical guides.
6. Note-taking in reading reference material and following discussions.
7. Organizing material read or heard; outlining and writing summaries.

SOURCE: Dr. Joe Varacalli, Supervisor, Portsmouth City Schools, 411 Court Street, Portsmouth, OH 45662. PERMISSION GRANTED.

RECREATORY READING

In the handbook called Ideas for The Gifted and Talented, published by the Scioto County School District, Portsmouth, Ohio, listed under Section II, READING, are some excellent ideas for "Recreatory" Reading:

1) Use, at the teacher's suggestion, certain reading group periods for individual reading; share books at a subsequent period.

2) Select and prepare stories or poems to read to others--a group with similar abilities or the class as a whole.

3) Read to younger children, in kindergarten or at home.

4) Produce a booklet of experience or fanciful stories, dictated to parent at home and typed at school. Make a table of contents for the booklet.

5) Keep an individual account of materials read, including evaluative statements in the record; make notations about favorite authors on index cards or in a looseleaf notebook.

6) Extend reading interests to new fields. Keep a reading-interest wheel on which readings in new fields may be recorded, or place records in a reading portfolio.

7) Arrange a special display of books in the classroom library on topics like holidays, seasons, animals, or toys.

8) Present book reports in varied ways: e.g., by giving a brief resume' of the plot; by telling one's personal reactions to the story; by offering reasons why the book would be acceptable to others; by describing a character; by interpreting a few illustrations; by comparing the work with others by the same author; by reading excerpts to share the unusual language of the writer.

9) Take the lead in organizing a classroom library. Interview the librarian for help in selecting, classifying, and setting up rules for use.

10) Invite classmates to make book jackets and picture stories about books (rebus idea, with small illustrations in place of nouns). Post a few daily on the library corner display board.

11) Visit the nearest public library children's-room-and-juvenile librarian; acquaint her with personal reading interests; meet in a small group with the neighborhood librarian to extend reading interests.

12) Make arrangements for a class or school Book Fair with the librarian and teacher.

13) Acquire a personal library. Make plans for including desired types of books, representations of favorite authors and illustrators.

14) Plan to trade books or reading materials with others; set up a Book Swap Shop for either loans or trades. Arrange a schedule for class use, or possibly, for "customers" from another room.

15) Engage in "partner reading." Invite one or two classmates to help select an interesting story to share with the class by having the "partners" read or tell parts alternately.

16) Participate in starting a story club. Plan membership qualifications such as reading a certain number of stories outside of class, telling a story during rest time, telling a story to another class, and writing or telling a story of one's own.

17) Form a poetry club with a small group of friends, who help set up qualifications for membership. Invite classmates to join by bringing one or two poems by famous poets, by memorizing one of the poems, and by composing a poem of their own. Collect the famous and original poems into two volumes for the classroom library.

18) Prepare contributions for a weekly "Fun Hour" (last period on Friday!). Share jokes, riddles, nonsense jingles, and tall tales.

19) Assemble materials for a "Storyteller's Kit." Study several good fairy or folk tales. Make paper character figures, backed with tabs of sandpaper, to use on a flannel board while telling stories. Visit other classrooms during rainy noon periods to tell stories.

SOURCE: Ideas for The Gifted and Talented, Scioto County School District, P. O. Box 830, Portsmouth, Ohio 45662. John Smith, Coordinator. PERMISSION GRANTED.

CULMINATING ACTIVITIES

for The Bronze Bow, by Elizabeth Spears (Sixth-Grade Enrichment Class)

The following activities are to be compiled in booklet form:

1. Make a title page. Use some type of illustration.

*2. Write to Elizabeth Spears telling her you are reading her book (or perhaps you have read Witch of Blackbird Pond which was written by her). You might tell her what you like, or ask her some questions about the book.

*3. Write a short report on the Roman Empire. (no more than two pages)

*4. Make a map of the area in which the story takes place.

5. If you were asked to illustrate this book, choose five places in the book that you would like to illustrate.

6. Pretend that newspapers dated back 2000 years. Write a news article for the Roman Daily, reporting the ambush on pages 18-19. Be sure to tell Who, When, Where, What.

7. Compare and contrast Leah and Malthace.

8. Write a character sketch of Rosh.

9. Tell about three incidents in the book that you thought were particularly moving.

10. Write a title for each of the chapters in the book.

11. What did the "bronze bow" represent?

* You may omit one of the items with an asterisk.

SOURCE: Ouida Dillingham, teacher of Gifted, Sallie Humble Elementary School, 3800 Westminster Avenue, Monroe, Louisiana, 71201. PERMISSION GRANTED.

VOCABULARY TESTS

for The Bronze Bow, by Elizabeth Spears (Sixth-Grade Enrichment Class)

Use the following words to complete the sentences below.

subsided
pauper
impulsively
dismal
meager
anticipated
recompense
massive
scruples
defiant
eluded
elated

There was once a poor man who had led a ________________ life. One day he saved the life of a wealthy man and as ________________ for the deed, he received a ________________ amount of money. His ________________ made him feel guilty about accepting the reward, but his guilt soon ________________. He was ________________ to be suddenly wealthy, and he began to spend his money ________________ not remembering his ________________ life as a poor man. He bacame ________________ when anyone suggested he save some of his fortune. As you may have ________________, his newly-found wealth soon ________________ him, and he once again became a ________________.

+ +

Use the following words to complete the sentences below:

obstructed
bent
foreboding
pungent
tumult
horde
aghast
toil
crevices
legation

News reporters were ________________ at the destruction they found in the area of the earthquale in Italy. ________________ in the earth's crust had caused electrical wires and sewage lines to break. In the catastrophe a ________________ of people were killed or injured as objects ________________ the path of rescue. A ________________ smell of destruction filled the air. Many people had a ________________ that something like this was going to happen. Our country will probably send a ________________ to see how we can help. Much ________________ will be needed to rebuild the city after the ________________ caused by the tragedy, but the people love their homes and seem ________________ on rebuilding them.

SOURCE: Ouida Dillingham, teacher of Gifted, Sallie Humble Elementary School, 3800 Westminster Avenue, Monroe, Louisiana 71201. PERMISSION GRANTED.

VOCABULARY TESTS

for The Bronze Bow, by Elizabeth Spears (Sixth-Grade Enrichment Class)

Below each group of sentences, htere are words that you may use to complete them.

A group of ______________ fighters began a _________________ journey. They wanted ____________________ for the murder of their leader. The _________________ men caused a ______________ wherever they went, and the townspeople had become ________________ with them. The group ______________ vegetables from farmers to eat with ___________________ from stolen sheep. After a feast they became ___________________ and felt no _________________ for having caused the loss to the villagers. It seemed _________________ that so few men could cause such ________________ damage.

burly
vengeance
incredible
massive
guerrilla
fracas
treacherous
exasperated
pilfered
reproach
mutton
exhilarated

+ +

A ______________________, old man ____________________ slowly down the path. His ________________ appearance ___________________ his friends because they knew that he possessed great intelligence, as well as plenty of money. They were _____________________ of him and were ______________ that he was such a disgrace to the neighborhood. His ______________ in the village was that of an outcast. He had one prized possession, a beautiful ________________ that his wife, now dead, had worn on her wedding dress. It was a ____________________ thing, and he would often take it from his pocket and _________________ at it. People wondered if he carried it as a ________________ for good luck or if it brought back some distant memory. It had a silver design on an ________________ background and one could tell that a talented _________________ had created it.

brooch
leery
sauntered
indignant
status
alabaster
baffled
artisan
fragile
talisman
peer
sizened
disheveled

SOURCE: Ouida Dillingham, teacher of Gifted, Sallie Humble Elementary School, 3800 Westminster Avenue, Monroe, Louisiana 71201. PERMISSION GRANTED.

CULMINATING ACTIVITIES

for Call It Courage, by Armstrong Sperry (Fourth-Grade Enrichment Class)

Choose any six of the following activities and put them in a booklet.

1. Make a crossword puzzle, using some of the vocabulary words. You may choose to make a puzzle with a mystery word. (See example below)
2. Write a poem telling about any of the following:
   --Mafatu's feelings of fear about the sea
   --Mafatu's flight from the island of the eaters of men
   --Mafatu's return (pp. 91-92)
   --Mafatu's remembering his homeland (p. 46)
   --Any part of the story that particularly appealed to you
3. Illustrate any part of the story (landscape, seascape, the albatross, the idol (p. 41), etc.
4. Make a diorama depicting any scene from the book.
5. Pretend that there were newspapers printed on Hikueru. Write an article telling about the disappearance of Mafatu. (Answer the Who, When, Where, Why, and How questions that a reporter must answer. You might interview some of the people on the island.
6. Pretend you are Uri and write your thoughts during some part of the book, such as the storm on pages 17-21.
7. At what point in the story do you think Mafatu realized that he was not a coward? Explain your answer.
8. Write reports on at least four of the sea creatures mentioned in the book.
9. Read the last paragraph of the book, and let your imagination take you to the island of Hikueru. You are sitting around an evening fire listening to one of the old men telling the story of Mafatu. Write what he is saying (either a chant or a story).

Example for #1		PUZZLE	KEY
1. Main character	1.	_ (_) _ _ _ _	1. M(a)fatu
2. Lighted	2.	(_) _ _ _ _ _ _ _	2. (l)uminous
3. Having no life	3.	_ _ _ _ _ _ (_) _ _ _ _	3. uninha(b)ited
4. Sunk	4.	_ (_) _ _ _ _ _ _	4. c(a)psized
5. Tight	5.	(_) _ _ _	5. (t)aut
6. etc.	6.	_ _ _ _ (_) _ _ _ _	6. inte(r)vals
7. etc.	7.	_ (_) _ _ _ _ _	7. h(o)rizon
8. etc.	8.	_ _ _ _ _ _ (_)	8. ominou(s)
9. etc.	9.	_ _ (_) _ _ _ _	9. ho(s)tile

VOCABULARY TESTS

for Call It Courage, by Armstrong Sperry (Fourth-Grade Enrichment Class)

MATCHING

____ 1. solitude

____ 2. intervals

____ 3. impending

____ 4. frail

____ 5. serenely

____ 6. nondescript

____ 7. horizon

____ 8. buoyancy

____ 9. luminous

____10. alien

a. weak

b. spaces

c. not easily described; not having a clear identity

d. where the sky seems to meet the earth

e. tendency to stay afloat

f. lighted

g. about to happen

h. peacefully

i. different in character or nature

j. aloneness

Use the following words to complete the following sentences.

ominous pinnacle intimacy hostility
uninhabited taut cauterized apprehensive

1. Since Mafatu saw no houses, he thought the island was ______________.

2. When he reached the ____________ of the mountain, he waved his arms to the sky.

3. The wire must be __________ or the tight-wire walker will fall.

4. There is much ___________ between Iran and the United States.

5. The ______________ clouds made us cancel our fishing trip.

6. The _______________ between Uri and Mafatu showed a true friendship.

7. The wound must be ________________ before it can heal.

8. Jane was ______________ about taking the test.

9. Mother sewed lace around the ______________ of the round cloth.

Give an example of a "premonition."

SOURCE: Ouida Dillingham, Teacher of Gifted, Sallie Humble Elementary School, 3800 Westminister Avenue, Monroe, LA 71201 PERMISSION GRANTED.

VOCABULARY TESTS

for Call It Courage, by Armstrong Sperry (Fourth-Grade Enrichment Class)

MATCHING

____ 1. inter-
____ 2. -stellar
____ 3. frond
____ 4. imperative
____ 5. arc
____ 6. mute
____ 7. benign
____ 8. uncomprehending
____ 9. prodigious
____ 10. dorsal

a. star
b. leaf
c. part of a circle
d. quiet; one who cannot speak
e. harmless
f. not understood
g. near or on the back
h. large
i. necessary
j. between

Use the following words to complete the following sentences:

majestic
respite
peril
oppressive
leisurely
diminished
clarity
parallel

1. We need a short ________________ after the long walk.
2. They ____________ walked through the garden, enjoying the flowers.
3. His fortune ______________ quickly because he did not use it wisely.
4. Railroad tracks are ______________.
5. The trapeze artist was aware of the ____________ of the high wire act.
6. The mountains looked _____________ against the evening sky.
7. The _____________ of the judge's verdict left no doubt in our minds.
8. The colonists felt that England had been ______________ toward them.

SOURCE: Ouida Dillingham, Teacher of Gifted, Sallie Humble Elementary School, 3800 Westminister Avenue, Monroe, LA 71201. PERMISSION GRANTED.

COMMERCIAL MATERIALS FOR GIFTED

An excellent source for a variety of materials for working with gifted children is ENRICH/OHAUS. Enrich is the instructional materials division of Ohaus. They offer a large selection of materials, duplicating masters, reproducible books, metric teaching aids, learning centers (books), teacher/parent resource books, gameboards, workbooks, poster books, and more. Some of their materials include:

INSTANT MASTERS T.M.-- The "duplicating master of the future", available for a variety of subject areas, including "Addition and Subtraction", "Vowels", "Consonants", and "Sequencing".

GAMEBOARDS -- Most gameboards on the market are for primary grades. Enrich offers ten titles for intermediate level children, priced @ $4.95 each. Some of the titles are: "Word Computer", "Creature Clues To Words", "Spelling With Sports", "Reference Book Adventures", "Winning at Math", "Plus and Minus Robots", and "Traveling Sums".

TEACHER/PARENT RESOURCE BOOKS -- Self-esteem, a problem area for all students, is covered in the four books in the series by Reynold Bean and Harris Clemes, with the following titles:

How To Raise Children's Self-Esteem
How To Raise Teenagers' Self-Esteem
How To Discipline Children Without Feeling Guilty
How To Teach Children Responsibility

The "self-esteem" books are priced $3.95 each, or all four for $14.95 (1981).

LIFE SKILLS READING -- Learning centers books that are really unique, special, and loads of fun. Life Skills Reading is based on real-life and high-interest experiences. There are five to six different full color 11" x 16" foldouts in each book. Each develops reading as a critical skill for survival and independence, demonstrates a direct connection between reading and students' interests, and teaches students to locate, extend, and interpret facts. Narration and key questions and answers are provided; priced at $4.95 each (1981).

Titles of the five newest Life Skills Reading Centers are:

Telephone Power
Favorite Menus
Using Cereal Boxes
Sweepstakes
Chocolate Coated Reading

COMMUNICATION SKILLS

FOR PRIMARY GRADES

Examples of types of studies or activities appropriate for use with gifted primary children in the area of Communication Skills are:

1. Presentations to classes and fellow students
2. Class discussions
3. Programs (assembly, variety, etc.)
4. Story-telling
5. Reporting within class
6. Surveying
7. Basic skills in making speeches
8. Each nine weeks (more or less--teacher's preference), learn a new way to present materials, such as diagrams, soap carvings, posters, etc.

ADAPTED FROM: Springboard Curriculum Guide, Grades 2-12. Ocean Springs School District Springboard Teachers of Program for the Gifted, P. O. Box 729, Ocean Springs, MS 39564. PERMISSION GRANTED.

COMMUNICATION SKILLS

FOR INTERMEDIATE GRADES

Examples of types of studies or activities appropriate for use with gifted intermediate children in the Communication Skills area are:

1. Learning to give directions (as well as follow them)
2. Story-telling
   a. original stories
   b. old favorites to peers
   c. children's classics to younger children
3. Presentations of Learning Centers work
4. Presentations of Independent Studies projects
5. Slide shows
6. Telling "tales" (e.g., Medieval Folklore)
7. Class discussions
8. Debates for decision-making
9. Creative writing contests
   a. prose
   b. poetry
10. Student newspaper
    a. interviewing
    b. writing
    c. editing
    d. illustrating
    e. publishing

ADAPTED FROM: Springboard Curriculum Guide, Grades 2-12. Ocean Springs School District Springboard Teachers of Program for the Gifted, P. O. Box 729, Ocean Springs, MS 39564. PERMISSION GRANTED.

CHALLENGING ACTIVITIES

LETTERS AROUND THE WORLD:

Have students choose a celebrity and write that person a letter. It should contain two sections:

(1) an information section telling who the student is, where he or she lives, what purpose the student has for writing, and whatever other information the student wants to include;

(2) an inquiry section in which the student asks three questions. Each question should be of interest to the student, pertaining to the major field of the celebrity, and should be a question not easily answered from readily available sources. It should require the respondent to compare, predict, hypothesize, infer, evaluate, estimate, or perform some other higher order thinking process in order to answer.

(Have students make a list of famous people well-known for achievements in sports, politics, medicine, religion, music, entertainment, etc. Then choose one to write.)

NEWSPAPER STAKEOUT:

Have students develop the discipline of a daily routing by having them keep daily track of something reported in the local newspaper. Some items, such as food prices, stock quotations, weather information, can be graphed. Other items lend themselves to tabulation--ratio of births to deaths, number of fire runs correlated to daily weather conditions, and so on.

DIGGING FOR WORD ROOTS:

Spark interest in a word origin by featuring a certain word to be researched during spare minutes or between assignments. Students will be interested to know, for example, that the word "woodchuck" was the Pilgrims' version of the American Indian word "otchock". The Latin word "manus," meaning "hand," is the source for words "manufacture," "manifold," "emancipate," and even "manners".

PIZZA PORTMANTEAUS:

A portmanteau is made by combining two words in both form and meaning. "Smoke" and "fog" become "smog". Have fun with portmanteau by having students

(1) write several characteristics which describe themselves and combine these into descriptive portmanteaus,

(2) identify their favorite pizza ingredients and create portmanteaus for these combination delicacies.

OTHER CREATIVE ACTIVITIES:

(1) Naming
   a. List all the round objects you can think of.
   b. List all the words rhyming with car, brother, or trunk you can think of.

(2) What Happens?
   A peculiar weather condition ruined all the car, bus, and truck batteries in your town. If you were the Mayor, what would you do about it?

(3) Improving
   a. How could a shoe string be improved?
   b. How could mirrors be improved?
   c. How could chairs be improved?

(4) Various Uses
   a. What different uses can you think of for a yardstick?
   b. What can you do with a donkey?
   c. What can a paper weight be used for besides keeping papers from blowing away?

SOURCE: Dr. Joe Varacalli, Supervisor, Portsmouth City Schools, 411 Court Street, Portsmouth, OH 45662. PERMISSION GRANTED.

SOME AUTHORS WHO WILL REPLY TO CHILDREN'S LETTERS

AUTHORS	TITLE OF BOOK(S)
Ronald Dahl Gypsy House Great Missenden Buckinghamshire, England	Charlie and the Chocolate Factory
Lee Bennett Hopkins Kemey's Cove P. O. Box 128 Scarborough, NY 10510	Pass the Poetry Please
Ezra Jack Keats 444 East 82nd Street New York, NY 10028	Whistle for Willie Apt. 3
Steven Kellogg Bennett's Bridge Road Sandy Hook, CT 06482	Won't Somebody Play With Me? Can I Keep Him?
Robert Kraus 212 Main Street Ridgefield, CT 06877	Leo the Late Bloomer The Little Giant
Julius Lester ℅ Rev. W. D. Lester 1400 Villa Place Nashville, TN 37200	Black Folktales
Bill Martin 383 Madison Avenue Holt, Rinehart, Winston New York, NY 10022	Brown Bear, Brown Bear What Do You See?
Robert Newton Peck 14 Dogwood Lane Darien, CT 06820	The Ghost Belonged to Me

AUTHORS	TITLE OF BOOK(S)
Bernice Rabe 860 Eilloe Lane Sleepy Hollow, IL 60118	The Girl Who Had No Name
Marilyn Sacks 733 31st Avenue San Francisco, CA 44102	The Bears' House Maro
Maurice Sendak 200 Chestnut Hill Road Ridgefield, CT 06877	Where the Wild Things Are
Judith Viorst 3432 Ashley Terrace N. W. Washington, D. C. 20028	Alexander and the Terrible, Horrible, No Good, Very Bad Day
Maia Wojciechowski 1776 Fort Union Drive Santa Fe, NM 87501	Shadow of a Bull

SOURCE; Gayle McCants, Project Action, Superior Avenue Elementary School, 625 Superior Avenue, Bogalusa, LA 70427. PERMISSION GRANTED.

SOME CARTOONISTS WHO WILL REPLY TO CHILDREN'S LETTERS

"Dennis the Menace"
Henry King "Hank" Ketchum
P. O. Box BB
Carmel Valley, CA 93924

"Nancy"
Ernie Bushmiller
552 Haviland Road
Stanford, CT 06903

"Beetle Bailey" or
"Hi and Lois"
Mort Walker
Greenwich, CT

OFFICE: King Features Syndicate
235 East 45th Street
New York, NY 10017

"Peanuts" -
Charles Schultz
No. 1 Snoopy
Santa Rosa, CA

SOURCE: Gayle McCants, Project Action, Superior Avenue Elementary School, 625 Superior Avenue, Bogalusa, LA 70427. PERMISSION GRANTED.

From:
Brain Storms

Old Hinky-Pinky Game Is Given Weathery Twist

By SAM LOWE

First the weather:

Sunny and warmer in the Valley tomorrow, with highs near 107, tonight's low near 78, no rain, few clouds. Most of the state will be warmer, highs ranging from near 110 in the deserts to the mid-80s in the mountains. No wet spots.

NOW THE FUN part:

There has been a resumption of the old Hinky-Pinky game, which involves giving a two-word rhyming answer to a question. For example:

What's an overweight rodent?

(Fat rat).

Now you're ready for the First Annual Weather Hinky-Pinky Quiz.

WHAT'S A device that tells parents when their kids are scratching the spots that are peeling from a sunburn?

(Itcher snitcher.).

What's a moisture-carrier that just spent three hours over a brewery?

(Plowed cloud)

WHAT'S LEFT when a strong wind blows down just about all of your rooster weather vane?

(Weather feather)

What's a vacation when you caught a cold, the temperature never got below 110 and your mother-in-law showed up June 1 and didn't leave until Aug. 30?

(Summer bummer)

What's an overdressed person walking down Indian School Road at 3 p.m. when it's 112 above zero?

(Sweater wetter).

WHAT'S A weather indicator that features a peacock in full strut instead of a rooster?

(Vain vane).

What's a nude sunbather who just sat on a beehive doing?

(Running sunning)

WHAT'S IT called when you've been hit on the forehead by a baseball and somebody suggests that sitting in the sun will reduce the swelling?

(Welt melt)

What's a new oral medication that produces goose bumps on hot days?

(Chill pill)

What's a bowl of nervous pudding that sat out in the sun too long?

(Flustered custard)

WHAT'S a shirt worn by a construction worker for 37 consecutive days without being laundered?

(Rotton cotton)

What's moisture that falls from the clouds that isn't chocolate, strawberry or tutti-fruitti flavored?

(Plain rain)

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From: 258
Brain/Storms

Hinky Pinky

If a Hinky-Pinky can be made up about the weather, just think what you could come up with on subjects like vegetables, mud, or some other exciting topic. Try your skill with the topic of your choice.

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SPELLING FOR GIFTED STUDENTS

Since one characteristic of the intellectually gifted is a dislike for drill and repetition, and another is attainment of mastery level in most basic skills in one-fourth to one-third the time it takes others, spelling is not a very popular subject with the student! Have you ever thought of instituting a "self-managing" approach to spelling with your advanced pupils? Since most of them will achieve near-perfect scores on your Monday pre-test, they should be excused from spending the remainder of the week on the regular spelling lesson. Instead, they could be allowed to make up their own spelling lists for the week, drawing upon a class topic, a personal area of interest, a hobby, etc., for their words. (For instance, a dinosaur freak might learn names for various species.) Their lists could consist of the standard number for your class, or they could be permitted to expand or even double the weekly number. A "rough-draft" list is written by each child; he or she then checks the dictionary to correct any preliminary spelling errors. Corrected word lists can be kept in notebooks or on 3" x 5" cards.

Each child shares the pronunciation and meaning with others in the group, then devises an activity or two using these personal word lists--crossword puzzles, riddles, word-search, etc. These are exchanged within the self-managing group, and worked on during the regular spelling periods. Each student acts as monitor for his/her list, and corrects other students' work. (This allows gifted students to learn not only their own lists, but to expand their knowledge and vocabulary through sharing.) When a student is ready, she/he asks another student to test her/him on the personal list; if mastery level is reached, she/he uses the regular Friday spelling test period for "free reading" or another agreed-upon activity. Any words misspelled are either included in a re-test, or carried over to the next week's list. You will be surprised at the number of complex words your gifted students will master using this approach! Many end the year with several file boxes full of cards, an ideal start toward developing extensive word recognition and comprehension skills.

SOURCE: Sara J. Lowe, Coordinator, Gifted and Talented Programs,
Montgomery County Schools, 451 West Third Street, Box 972,
Dayton, Ohio 45422. PERMISSION GRANTED.

Name ______________________________ Date 260

13 Wandering words (b)

See how many five-letter words you can make by changing one letter at a time in the words below. You may change one letter in the given word, then one letter in the word you made, and so on. All of the letters except the one you change must keep its own place in the new words you make. Use the back of this page if you need more space.

l	e	a	v	e

s	t	a	i	r

c	h	e	s	t

g	u	i	d	e

b	l	a	n	k

n	a	i	l	s

SOURCE: New Directions in Creativity [Sample Packet 53-92006] O.V. "Duffy" Dufour, Representative, 2016 Wedgewood Avenue, Alexandria, LA 71301. PERMISSION GRANTED.

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BOOKS ABOUT WORD ORIGINS

FOR YOUNGER READERS:

Cameron, Polly. I Can't Said the Ant. Englewood Cliffs, NJ: Scholastic Book Services, 1961.

Eastman, P. D. Cat in the Hat Beginner Book Dictionary. New York: Random House, 1964.

Eastman, P. D. I'll Teach My Dog 100 Words. New York: Random House, 1973.

Epstein, Sam, and Beryl Epstein. The First Book of Words. New York: Franklin Watts, 1954.

Epstein, Sam, and Beryl Epstein. What's Behind the Word? Englewood Cliffs, NJ: Scholastic Book Services, 1964.

Hall, Adelaide. Adventures With Words. Wayne, NJ: Western Publishing Co., 1970.

Provensen, Alice, and Martin Provensen. Play on Words. New York: Random House, 1972.

Scarry, Richard. Best Word Book Ever. Wayne, NJ: Golden Press, 1969.

Scarry, Richard. Storybook Dictionary. Wayne, NJ: Golden Press, 1969.

ADAPTED FROM: Sara J. Lowe, Coordinator, Gifted and Talented Programs, Montgomery County Schools, 451 West Third Street, Box 972, Dayton, OH 45422. PERMISSION GRANTED.

BOOKS ABOUT WORD ORIGINS

FOR OLDER READERS:

Dillard, J. L. Black English. New York: Random House, 1972.

Dillard, J. L. All American English. New York: Random House, 1975.

Dohan, M. E. Our Own Words. New York: Random House, 1974.

Farb, Peter. Word Play. New York: Random House, 1973.

Laird, Charlton. The Miracle of Language. Cleveland, OH: World Publishing Co., 1953. (Also Fawcett Premier Book Reprint).

Norman, James. Ancestral Voices: Decoding Ancient Languages. New York: Four Winds Press.

Pei, Mario. Language for Everybody. New York: Devon-Adair Co., 1956. (Also Cardinal Pocket Book Reprint)

ADAPTED FROM: Sara J. Lowe, Coordinator, Gifted and Talented Programs, Montgomery County Schools, 451 West Third Street, Box 972, Dayton, OH 45422. PERMISSION GRANTED.

ENRICHMENT BOOKS
For Primary/Intermediate Grades

Language/Puzzles:

1. Doty, Roy. Puns, Gags, Quips, and Riddles. Garden City, New York: Doubleday and Company, 1974.

2. Doty, Roy. Q's Are Weird O's. Garden City, New York: Doubleday and Company, 1975.

3. Doty, Roy. Gunga, Your Din-Din is Ready. Garden City, New York: Doubleday and Company, 1976.

4. Fletcher, Helen Jill. Puzzles, Puzzles, and More Puzzles. New York: Platt and Munk Publishers, 1969. (Primary--Crosswords)

5. Fletcher, Helen Jill. Puzzles and Quizzles. New York: Abelard-Schuman, Ltd., 257 Park Avenue, South, 1971. (Primary)

6. Keller, Charles. Daffynitions. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1976.

7. Preston, Charles. Crossword Puzzles (Series). New York: Treasure Books (Division of Grosset and Dunlap, 1107 Broadway, New York, New York, 10010))

8. Roth, Arnold. Pick A Peck of Puzzles. New York: W. W. Norton and Company, 1966.

9. Schwartz, Alvin. Tom-foolery: Trickery and Foolery with Words. New York: J. B. Lippincott Company, 1973.

10. Thompson, Jeff E. Crosswords for Kids. Garden City, New York: Doubleday and Company, 1959. (An Activity Book)

ADAPTED FROM: Sara J. Lowe, Coordinator, Gifted and Talented Programs, Montgomery County Schools, 451 W. Third St., Box 972, Dayton, OH 45422. PERMISSION GRANTED.

MATH PROBLEMS

...School Math Programs failing to meet needs of students

According to a report from the National Council of Teachers of Mathematics, school math programs are failing to meet the needs of today's students, in several ways. Specifically:

Math programs are not keeping pace with the changing needs dictated by developing technologies.

Most students are not taking as much math in high school as they will need for their immediate or distant futures.

The present shortage of qualified math teachers is becoming increasingly dramatic. Many able ones prefer higher-paying jobs in industry.

Shirley Hill, president of the National Council of Teachers of Mathematics, says that "Policy makers are not confronting the most urgent problems because the public has been diverted by a fixation on test scores. School mathematics rapidly is approaching a crisis stage as a result."

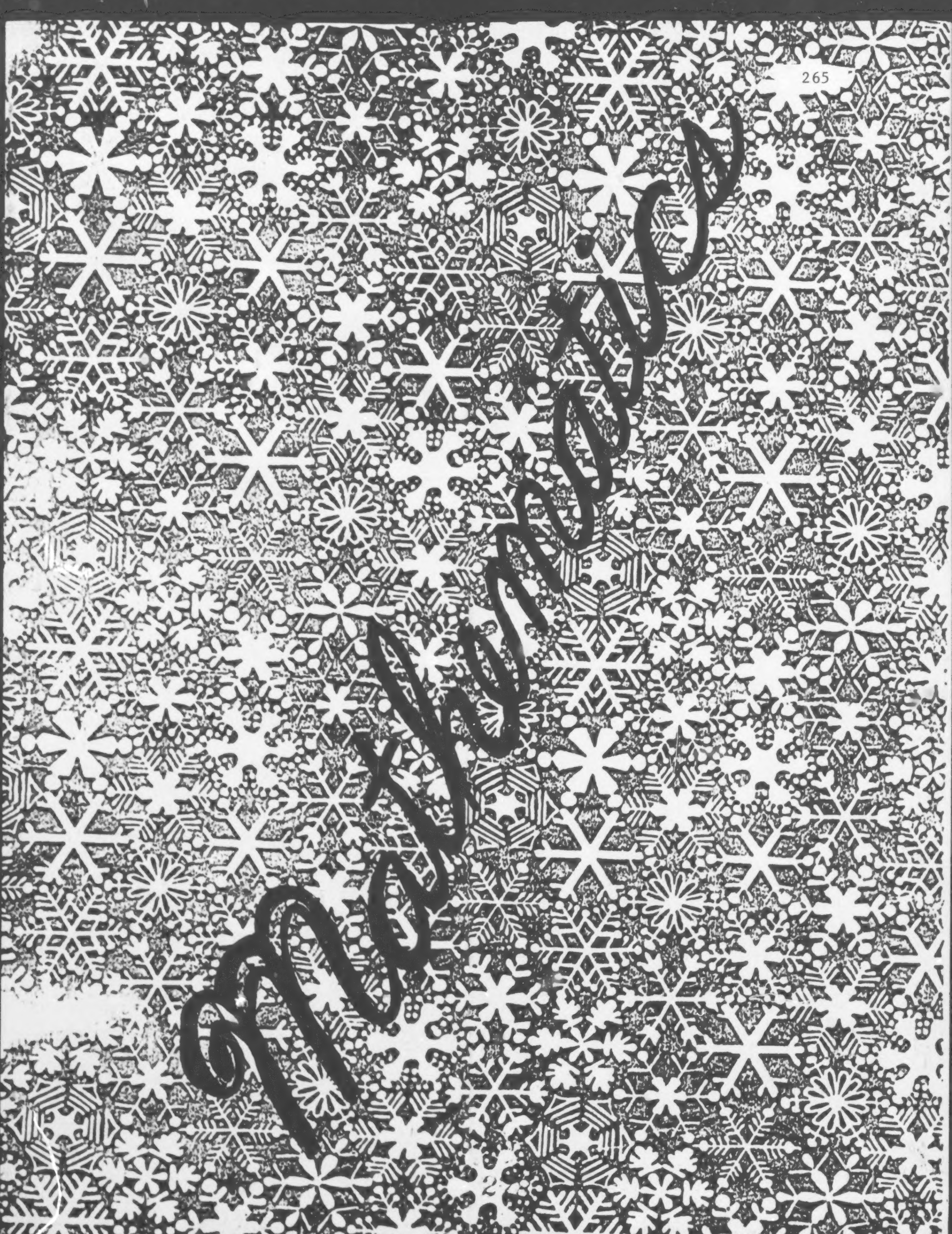
The Council's report recommended the following steps be taken to remediate the problems:

Three years of mathematics in high school should be required for graduation, with courses varied to suit different needs and abilities.

Math programs at all grade levels should take full advantage of calculators and computers. Computer literacy should be part of the education of every student.

School math at all levels should be organized around the development of problem-solving abilities, not just computational skills.

SOURCE: "Math Problems," (Short Stuff), Learning, Vol. 9, No. 4, November, 1980, page 12.


Mathematics

LEARNING MATH TABLES EARLY

Dr. Lynn Fox is Director of the student program at The Johns Hopkins University, known as SMPY (Study of Mathematically Precocious Youth). Students thirteen years of age and younger who have taken the Scholastic Aptitude Test (SAT) and scored 700 or above on the mathematics section receive special counseling and help in obtaining enrichment or accelerated math training in the SMPY program.

Dr. Fox recommended that gifted students learn the mathematics tables as early as the child indicates the ability to handle repetition easily. She bases her thesis on her experience: When gifted students wait until they are in the grade at which the average student is expected to learn them, the gifted student resists repetition and does not want to learn the tables. Then their development of understanding and working with mathematical concepts is hampered.

SOURCE: Newsletter, Association For Gifted and Talented Students, Vol. 8, No. 1, February, 1981.

SOME CLUES TO MATHEMATICAL GIFTEDNESS

1. An early interest in numbers, clocks, calendars, and measurement
2. Exceptional mathematical reasoning
3. An unusually good memory
4. Persistence in working toward a goal
5. High mathematics IQ scores
6. High mathematics achievement test scores
7. Ability to see relationships

SOME GENERAL IDEAS FOR USE WITH MATHEMATICALLY BRIGHT STUDENTS

Challenge students who are mathematically bright by making them think!

Have students make up problems from data presented in a paragraph containing many numerical statements.

Interest pupils in the history of mathematical ideas.

Have students figure solutions to problems from a unit about party plans.

Promote thinking by grouping related numerals and ask pupils to tell what can be done with the numbers in each group.

Provide incentives for independent practice and for necessary memorization.

Provide graphing practice by graphing preferences in sports, foods, television programs, etc.

Have students plan and operate a "Class Company", increasing its complexity with the higher age levels.

Organize a special club for the mathematically bright, providing opportunities for independent and group study, using provocative problems.

ADAPTED FROM: Dr. Joe Varacalli, Supervisor, Portsmouth City Schools, 411 Court Street, Portsmouth, OH 45662. PERMISSION GRANTED.

MATHEMATICS

FOR PRIMARY GRADES

Examples of types of studies or activities appropriate for use with gifted primary children in the area of mathematics are:

1. Work on simple linear metric measure
2. Work with bar and line graphs
3. Weighing
4. Using a balance
5. Estimating
6. Design blocks
7. Attribute blocks
8. Tangrams
9. Geoboards
10. Pentaminoes
11. Logic problems
12. Surveys
13. Using calculators
14. Activities in Kid's Stuff Math

ADAPTED FROM: Springboard Curriculum Guide, Grades 2-12. Ocean Springs School District Springboard Teachers of Program for the Gifted, P. O. Box 729, Ocean Springs, MS 39564. PERMISSION GRANTED.

MATHEMATICS

FOR INTERMEDIATE GRADES

Examples of types of studies or activities appropriate for use with gifted intermediate students in the area of Mathematics are:

1. Introduction and exposure to geometry, geometric designs, geoboards, string art
2. Learn to use protractor
3. Classify objects by shapes
4. Number patterns
5. Logic manipulative materials, such as Tangrams, Soma Cubes, Impuzzables. Pentaminoes
6. Balance scales
7. Logic problems using various books
8. Make different types of graphs
9. Probability--determine the likelihood of chance events
10. Design Box
11. Geometric drawings
12. Tessellations
13. Mind-Benders

ADAPTED FROM: Springboard Curriculum Guide, Grades 2-12. Ocean Springs School District Springboard Teachers of Program for the Gifted, P. O. Box 729, Ocean Springs, MS 39564. PERMISSION GRANTED.

MATHEMATICS

Development of the Number System

1) Study the history of numbers. Use charts, filmstrips, and selected readings from books in reporting findings to the group.

2) Explore the history of measurement. As a culmination, prepare a talk during which examples of measurement devices are shown.

3) Lead a small group in the study of a selected topic like "Calendars--Old and New." Plan with them some unique way to share the findings: e.g., cartoon-type drawings of people and their early calendars; or, a modern-day almanac.

4) Consult the neighborhood librarian for items to place on a book list about the number system. Scan the books to note their usefulness in class reading activities. Star the books which seem most helpful for answering class questions.

5) Learn to count to ten in some foreign languages. Study selected pieces of foreign money and chart their relative values. For assistance, appeal to children who have lived abroad, new immigrants, and to teachers who have traveled overseas.

6) Outline materials about the history of numbers read in books published for children. Insert illustrative drawings to help interpret the outline. Post the work on the classroom display board.

7) View filmstrips about measurement and counting; plan commentaries for use when they are shown to the class.

SOURCE: Ideas for The Gifted and Talented, Scioto County School District, P. O. Box 830, Portsmouth, OH 45661. John D. Smith, Coordinator. PERMISSION GRANTED.

MATHEMATICS

Arithmetic Games and Puzzles

1) Bring a new number game of one's own and play it with groups of classmates.

2) Learn from the teacher how to use a new classroom number game; teach the game to small groups.

3) Study the directions for a new classroom game and learn how to play it.

4) Construct a new number game for class use. Set up standards of play; write out or explain the rules for playing; demonstrate the procedure for scoring.

5) Provide a Number Surprise Box where number riddles, puzzles, rhymes, or games can be put for classmates to enjoy in free time.

6) Make a booklet about some favorite story which emphasizes number concepts: e.g., "The Three Bears."

7) Create number stories or poems for a booklet for the classroom library table.

8) Devise ways to use new computational skills in old games: e.g., the numbers on Parchesi dice could be multiplied instead of added.

9) Work number puzzles in children's monthly magazines and weekly newspapers.

10) Read and share with classmates the stories and puzzles in supplementary books.

11) Clip and post "number teasers" found in daily newspapers and family magazines: e.g., humorous cartoons, quiz contests.

SOURCE: Ideas for The Gifted and Talented, Scioto County School District, P. O. Box 830, Portsmouth, Ohio 45661. John D. Smith, Coordinator. PERMISSION GRANTED.

MATHEMATICS

WORDS THAT MAKE CENTS Give each letter of the alphabet a value. Example: A = 1¢, B = 2¢, etc.

EACH LETTER HAS A PRICE. WRITE DOWN YOUR WORK, OR DO IT IN YOUR HEAD. THEN MAKE UP SOME QUESTIONS OF YOUR OWN.

Make a word that costs 85¢.
What is the price of the town in which you live?
What is the price of September? December?
Make a word that costs 28¢.
Can you make a word that costs 25¢?
What is the price of bread? Milk?
What is the difference in the price of bread and milk?
What is the price of your favorite ball team?
What is the price of Washington, D. C.?
What is the price of your last name?
What is the price of your first name?
What is the difference between your first and last name?
What is the price of the name of this game?
What is the price of your favorite color?
Make a word that costs 17¢.
Can you make a word that costs $1.00?
Make a word for 23¢.
Make a word that costs 52¢.
What is the price of a hamburger? Milkshake?
Can you make a word that costs a dime?
What is the price of January? March? May?
What is the price of your birthday month?
What is the price of the United States?
What is the price of Ohio? Louisiana?
What is the price of the name of your school?

SOURCE: Dr. Joe Varacalli, Supervisor, Portsmouth City Schools, 411 Court Street, Portsmouth, OH 45662. PERMISSION GRANTED.

MATHEMATICS

Number Vocabulary

1) List and illustrate recent additions to number vocabulary.
2) Make a point of using new number terminology in games and story problems.
3) Assemble one's store of meaningful number words into dictionary form. Add new words to the proper alphabetical page as they are learned.
4) Keep a set of posters about various arithmetical topics, such as "Size," "Time," "Money," "Temperature." Write on the posters the words which are used to describe each concept: e.g., "Temperature: Fahrenheit, Centigrade, degree, zero, boiling point, freezing point."
5) Produce puzzles to illustrate new number expressions: e.g., the words (or symbols) can be placed on small cards to be matched with appropriate pictures pasted on a large sheet of paper.

Mental Arithmetic

1) Answer "number quizzes" found in books and magazines, and make up some: e.g., :Take the answer to 3 times 4; double it; add 1; subtract 3; take half of the number. What is the answer?"
2) Create story problems to ask classmates to solve mentally; have the answer jotted down for reference.
3) Pantomime or guess dramatizations of familiar number rhymes; for example, "It" might act out "5, 6, pick up sticks." The "guesser" would call out or write "5, 6", or say "5, 6, pick up sticks."

SOURCE: Ideas for The Gifted and Talented, Scioto County School District, P. O. Box 830, Portsmouth, OH 45661. John D. Smith, Coordinator. PERMISSION GRANTED.

MATHEMATICS

Chalk Board Activities

These activities are designed to stimulate pupils' thinking and create an interest in numbers. The activities can be directed by the teacher or by students who enjoy mathematics.

1. Age and House Number

___ Write your house number
___ Double it.
___ Add 5.
___ Multiply by 50.
___ Add your age.
___ Add 365.
___ Subtract 615.
___ Tell me your answer and I will tell you your age and house number. (If you say 31117, then the house number is 311, and your age is 17.)

2. Sum 17

Place these incomplete equations on the chalkboard. Ask the class to complete them. Restrictions are: You may use only digits from 1 to 9. You may use each numeral just once.

1 + _____ + _____ + 2 = 17

2 + _____ + _____ + 3 = 17

3 + _____ + _____ + 1 = 17

SOURCE: Dr. Joe Varacalli, Supervisor, Portsmouth City Schools, 411 Court Street, Portsmouth, OH 45662. PERMISSION GRANTED.

MATHEMATICS

Problem Solving

1) Share with the class original story problems about a topic of mutual interest: e.g., Easter, vacation, pets, using numbers in the stories.

2) Write story problems about home interests in a "My Own Problems" booklet. Make an answer key for the back of the booklet.

3) Plan and conduct an arithmetical survey of some school situations of interest: e.g., how many classmates buy certain items in the school lunchroom, such as plate lunches, ice cream, milk, cookies, etc.

4) Handle arrangements for a classroom sale: e.g., school dental service tooth brushes, seed packets, etc.

5) Represent the class in some school-wide project involving arithmetic: e.g., working with the school council to set up a bank for the sale of U. S. Savings Stamps; planning with a school committee how to use funds obtained from P. T. A. gifts or through a paper drive.

6) Serve as leader of a small number group which is reading and working story problems created by classmates.

7) Keep statistical records of significance: e.g., number of children staying at school for lunch for whom table arrangements and play activities must be planned; weekly and monthly absences by causes in order to determine why pupils are absent, and how to prevent illness.

8) Summarize and record the totals of figures encountered in some classroom enterprise: e.g., sale of play stamps in room post office; circulation of books in a classroom library; money collected from sale of class photographs; kinds of items in a hobby exhibit.

9) Design and carry out a construction: e.g., a "city building" could be built to house community workers being made by classmates (from posterboard, for instance). Problems would develop in making diagrammatic plans, measuring, and obtaining materials.

10) Devise some means of representing problems visually. For example, construct a shadow box, 4' by 2'. Cover its open end with waxed paper. Insert an electric bulb on an extension cord in the box. Make puppets and other objects suitable for the social studies unit being studied. Flash combinations of puppets and objects to accompany the reading and telling of story problems about them.

SOURCE: Ideas for The Gifted and Talented, Scioto County School District, P. O. Box 830, Portsmouth, OH 45661. John D. Smith, Coordinator. PERMISSION GRANTED.

MATHEMATICS

Measurement and Estimation

1) Compare the measurements of the size and the rate of speed of an historic vehicle like the "Tom Thumb", or of a vessel like the "Mayflower", with those of modern locomotives and ships.

2) Contrast old and new methods and instruments for reckoning the size and speed of man, animals, and conveyances.

3) Make fractional measurements for projects: e.g., 3/4-inch strips of wood to frame a box puppet theater; 1/2-foot border space on a mural to reserve for interpretive sign lettering; 2/3-yard of felt to purchase for gift boutonnieres.

4) Compare the costs of fares for a trip by bus, train, airplane, or ship.

5) Figure mileage for a family car trip both by referring to a road map and by using the odometer readings; figure the expense of the trip by ascertaining the cost of gasoline per gallon and the mileage obtained from one gallon.

6) Compose stories about measurement: e.g., distances between points located on road maps; length and cost of fencing needed for a back yard; width and length of new cars contrasted with size of old garages; heights of famous buildings, particularly skyscrapers.

7) Report on the ways by which early man told time. Mention natural means such as referring to "suns" (days), "moons" (months), and before and after unusual events like floods or big snows. Include information about the shadow stick, the sandglass (hourglass), the water clock, marked candles, and other devices. (See The True Book of Time and encyclopedia volumes for reference materials.)

8) Study about time belts in the United States; learn how they are determined.

9) Keep diaries about classroom experiments with germinating seeds and raising plants. Include records of sprouting and growth times, and sizes of plants at intervals.

10) Tell time in new ways: e.g., by fractional parts of the hour and by minute intervals; by decades and centuries; according to ship's bells.

11) Investigate measurement devices used in travel, industry, and business. Include instruments such as the compass, speedometer, odometer, tire gauge, gasoline gauge, scales, and barometer.

12) Refer to plane, bus, and train timetables, as needed, for family trips or to note arrivals and departures when on a class terminal excursion.

13) Use fractional parts of linear, liquid, and dry measures in problems and apply this knowledge in purchasing supplies at a store: e.g., in getting ready for a party--buy 1 quart of condensed frozen fruit juice to be diluted with 3 quarts of water to make 1 gallon of punch; in preparing a Maypole for a class dance--determine how many streamers can be cut from a 50-foot roll of narrow fireproof crepe paper, and purchase the required number of rolls.

14) Check temperature two or three times daily; compare findings with reports on radio, on television, or in the newspapers.

15) Compute class orders for monthly magazines, weekly newspapers, and the like.

16) Measure shadows on the playgrounds at different times of the day; note their length and direction; report on the course of changes.

17) Weigh and measure some classmates; compare their heights and weights; determine gains during the year by subsequent weighing and measuring.

18) Assist in estimating, measuring, and marking off areas for game time.

19) Find instances where Roman numerals are used in the school and neighborhood: e.g., on clock faces, in chapter headings in some books, for publication dates of music, on cornerstones of some public buildings, in outline forms of some reports on studies. Make a written record of these instances.

20) Read and write United States money in decimal form when needed for class and school enterprises: e.g., daily lunch check order; weekly U. S. Savings Stamps sales records; P. T. A. prize money won, and amounts spent for various items; total fund required to purchase new projector for school (or some other item); classroom's share of money received from paper drive sale, etc.

21) Compute the cost of an excursion for the class. Assume responsibility for assisting in arrangements and collecting money.

22) Use measuring devices to show comparative weights of food consumed by animals or people: e.g., a parakeet weighing an ounce may eat more than his weight during one day.

23) Plan, arrange, and change number displays about measurement for the instructional display board or number corner: e.g., small scales, weights, and objects to weigh could be provided; pictures could be posted of different types of scales, such as bathroom scales, produce scales, farm scales (cotton scales), and highway truck scales; advertisements could be clipped which show foods and other items sold by the pound.

24) Act as pupil leader of a small number group which is making measurements for a project or using a new measurement device, such as compass.

SOURCES: Dr. Joe Varacalli, Supervisor, Portsmouth City Schools, 411 Court Street, Portsmouth, OH 45662. PERMISSION GRANTED.

Ideas for The Gifted and Talented, Scioto County School District, P. O. Box 830, Portsmouth, OH 45661. John D. Smith, Coordinator. PERMISSION GRANTED.

MATHEMATICS

Organizational Skills

See how many of the following simple arithmetic problems you can complete within 90 seconds.

NOTE: In these problems, the plus (+) sign means to multiply, a divide (÷) sign means to add, a minus (-) sign means to divide, and a multiplication (x) sign means to subtract!

8 + 2 =
9 + 11 =
4 x 3 =
6 ÷ 6 =
9 - 3 =
7 x 4 =
4 + 4 =
8 - 4 =
12 x 2 =
20 - 10 =
9 - 1 =
5 + 6 =
2 x 1 =
10 - 5 =
12 + 2 =
6 + 6 =
8 + 5 =
6 + 2 =
17 x 2 =
14 ÷ 7 =

14 - 7 =
6 x 5 =
8 + 3 =
7 x 2 =
9 + 2 =
8 - 4 =
9 + 6 =
1 ÷ 1 =
8 x 7 =
13 - 1 =
16 - 4 =
8 x 2 =
9 ÷ 9 =
6 x 2 =
8 + 4 =
10 - 2 =
4 - 1 =
18 - 3 =
8 ÷ 2 =
15 x 3 =

There is one rapid way to complete these problems--perform all those involving multiplication (+) first, then all those which require division (-) next, and so on. (An attempt to do them in the usual order is generally so confusing that it is rarely successful in the time limit.)

SOURCE: Dr. Joe Varacalli, Supervisor, Portsmouth City Schools, 411 Court Street, Portsmouth, OH 45662. PERMISSION GRANTED.

MATHEMATICS

Fractions

The able pupil finds it possible quite early to understand and use fractions in everyday activities, not only in relation to parts of a whole, but also in dividing a group. Some meaningful learning situations are described below.

1) Fold or cut paper into 1/2's, 1/4's, 1/8's, and 1/16's; or 1/3's, 1/6's, and 1/9's, for special purposes: e.g., to arrange problems on a sheet of paper; to construct paper models; to space sketches about a topic.

2) Do simple cooking within the classroom. Work out the measurements for fractions used in the recipes. Study recipes for the servings which they will yield. Figure out how to increase and decrease measurements in easy recipes to give the desired amounts of food or beverage.

3) Use fractions in preparing food to be served for mid-morning lunch or a party: e.g., decide how much fruit must be halved or quartered; make a drawing to show how many cookies will be iced with each color frosting if 1/3 of 36 cookies are to be pink, 1/3 yellow, and 1/3 green.

4) Divide the class into groups at playtime: e.g., "Squirrels in the Trees" requires 3's; a square dance, 8's; 6 relay teams of 6 each will accommodate a class of 36.

5) Make simple number matching games or descriptive charts showing fractional parts with colored paper: e.g., match the size of a paper plate with disks of colored cardboard and cut these into 1/2's, 1/4's, 1/3's, 1/6's; fold and cut squares of paper into fractional parts, mark the parts with fractional symbols, and paste them on charts.

6) Produce a fraction booklet for class use. Select appropriate newspaper or magazine illustrations and mark them with crayon to show fractional parts: e.g., a pie cut into sixths or eighths; a candy bar divided into thirds; a bottle of milk divided into fourths; a measuring cup divided into halves.

7) Measure and purchase--or otherwise obtain--material needed for costumes for a play: e.g., 2/3 yard of a yard of tarlatan, 1/8 yard of gingham, 2 1/2 yards of muslin.

SOURCE: Ideas for The Gifted and Talented, Scioto County School District, P. O. Box 830, Portsmouth, OH 45661. John D. Smith, Coordinator. PERMISSION GRANTED.

MATHEMATICS

VOCABULARY: Either ditto, or write on the chalkboard, the following scrambled Mathematics Vocabulary words used with whole numbers for students to unscramble. (Answers below)

1. dtorpuc
2. ums
3. lltimpuy
4. neiqotut
5. trabusdenh
6. derremnia
7. lttao
8. roacft
9. mnednui
10. dad
11. sivdiion
12. rwgnbiroo
13. btcaruts
14. dddiiven
15. aedndd
16. svoirdi

---

1. product
2. sum
3. multiply
4. quotient
5. subtrahend
6. remainder
7. total
8. factor
9. minuend
10. add
11. division
12. borrowing
13. subtract
14. dividend
15. addend
16. divisor

MATHEMATICS

Arithmetic and Other Areas--AIR TRAVEL

1) How does the cost of air travel compare with car, bus, train, and boat travel?

2) What statistics can be found to show that air travel is safe?

3) How much faster are modern planes than early ones?

4) What is the air fare from Monroe, Louisiana, to Dallas, Texas? To New York? To Washington, D. C.? To Los Angeles?

5) How much does it cost to send excess baggage by regular day and unscheduled night flights?

6) What kinds of weather charts do airport workers use?

7) How long does it take a passenger plane to get from Indianapolis, Indiana to Miami, Florida?

8) How many planes can land on a carrier?

9) What are the deck dimensions of an aircraft carrier?

10) How much would air-trip meals cost if purchased in a restaurant?

SOURCE: Ideas for The Gifted and Talented, Scioto County School District, P. O. Box 830, Portsmouth, OH 45661. John D. Smith, Coordinator. PERMISSION GRANTED.

MATHEMATICS

Money and Decimals

Personal or financial matters are often of keen personal interest to the able learner. He may engage in such investigative activities as those which follow.

1) Plan a budget and keep an expense account for one's allowance for a day, week, or month.

2) Record father's or mother's car expenses for a week or month.

3) Figure out the cost of meals for the family for one day.

4) Clip advertisements and total the cost of a new seasonal wardrobe.

5) Use a newspaper (teacher provides the newspaper, if necessary) to find the store where you could get the best buy on a five-pound bag of sugar.

6) Go to at least three service stations and learn the price of regular gasoline and premium gasoline. Keep a record of the names and locations of the service stations as well as the prices of gasoline.

7) What kind of bar soap do you use? Would it be cheaper to buy this soap in a supermarket or a drug store? Check the prices in two or three of each kind of store.

8) Compare the price per ounce of the regular size jar of three different brands of instant coffee.

9) Think of a brand of laundry detergent. Find the price per ounce of this detergent for each of the different size boxes in which it is sold. Which is the most economical size to buy?

10) Do some window-shopping. Write down prices of several sweaters you see in store windows. Write the names of the stores next to the prices. Why might there be differences in the prices of the sweaters?

11) Grocery Ad Math--Give a newspaper grocery advertisement to students with a specified amount of grocery money to spend. Students will go through the ad, choosing and adding costs of items until they arrive at the correct amount. They will be interested to learn how much they can get for their money.

12) "School Checkbook" -- Gives child practice in writing numbers as he learns about checks. Ditto "checks" for students to use. The child looks through a merchandise catalog or sample pages and chooses items he would like to purchase. After figuring the total, he then writes a "check" for the amount.

13) Give each child several 4" x 6" slips of paper and a duplicated copy of a sign advertising a toy sale and listing several items with regular and sale prices. See below:

TOY SALE

ITEM	Regular Price	Sale Price
Large Doll	$5.49	$3.98
Small Doll	2.99	1.75
Toy Truck	3.50	2.69
Ball	1.00	.87
Toy Airplane	1.79	1.20

Ask each child to take these items home with him and to make up several arithmetic problems based on the data on the toy sale sign. Only one problem should be written on a slip of paper. The solution to the problem and the child's name should be shown on the back of the paper. Ask each child to make up at least three "hard" problems.

14) Additional Decimal Problems: Make up problems involving class attendance, local basketball (or other sports) scores, test scores, etc.

SOURCE: Dr. Joe Varacalli, Supervisor, Portsmouth City Schools, 411 Court Street, Portsmouth, OH 45662. PERMISSION GRANTED.

MATHEMATICS

Simple Graph and Chart Reading

1) Record daily temperatures at selected intervals by placing dots on wide-spaced graph paper. Connect the "dots" with a red line to show daily rising and falling of temperatures.

2) Make a chart on which to indicate one's own accomplishments in learning new spelling words weekly. Allow one square per word in vertical columns.

3) Keep own or team scores in a favorite class game for several days or weeks; study results to note gradual improvement, if any.

4) Post and explain significant charted items clipped from city newspapers: e.g., the Cincinnati Reds' league standing.

5) Represent school efforts in visual form. For example, color squares on inch-blocked Tokio paper to indicate hundreds of pounds of paper brought by children of room for each paper drive during the year.

6) Draw a September-to-June time line to show holiday celebration dates. Use 1/2" blocked Tokio paper, allowing one square per day.

7) Compare room sales of P. T. A. carnival tickets by interpreting a chart made by an upper-grade pupil.

8) Compile statistics obtained in a classroom survey and represent them in some simple pictorial form: e.g., to show the breakfast habits of the class, paste pictures of common breakfast foods on a large sheet of paper. Mark an X under each food usually eaten by every child.

SOURCE: Ideas for The Gifted and Talented, Scioto County School District, P. O. Box 830, Portsmouth, OH 45661. John D. Smith, Coordinator. PERMISSION GRANTED.

Directions Sheet: Batman's Buddy

Gifted fifth through ninth grade mathematics students may enjoy this challenge. It requires some understanding of integers and previous experience with ordered-pair coordinates (perhaps from a game like "Battleship").

Each student will need a grid like the one attached upon which to plot and connect their points. Notice that each set is an independent cluster and is not connected to other sets.

Oh yes — The result is an outline of a ROBIN eating the worm in the lower left corner.

REPRINTED WITH PERMISSION FROM: Alan Riegel, Teacher/Advisor for the Gifted, Livonia Public Schools, 15125 Framington Road, Livonia, MI 48154.

CAN YOU FIND BATMAN'S BUDDY ?

Begin with a sheet of graph paper, a pencil with eraser, and a ruler.

Notice that the starting point(-9,-3) has been located for you. Locate the next point(-9,-4) by counting nine lines left from the main vertical line then four lines down from the main horizontal line.Did you get to one space below the start?

Connett(-9,-4) to (-9,-3) with a straight line.

Continue in this manner, connecting each new point to the previous one until you finish set I. You should have a square in the lower left part of your graph.

REMEMBER: + numbers go up or right, - numbers go down or left.

Set II includes three points in the upper right corner, don't connect this set to set I.

Sets III,IV,V and VI complete the puzzle. Work on each as an independent cluster of connected points.

+X count RIGHT   -X count LEFT   +Y count UP   -Y count DOWN

Set I

X	Y
-9	-3
-9	-4
-8	-4
-8	-3
-9	-3

Set II

X	Y
+8.5	+4
+11.5	+7
+12	+10

Set III

X	Y
+5	-6
+4	-5
+1	-6
-8	-6

Set IV

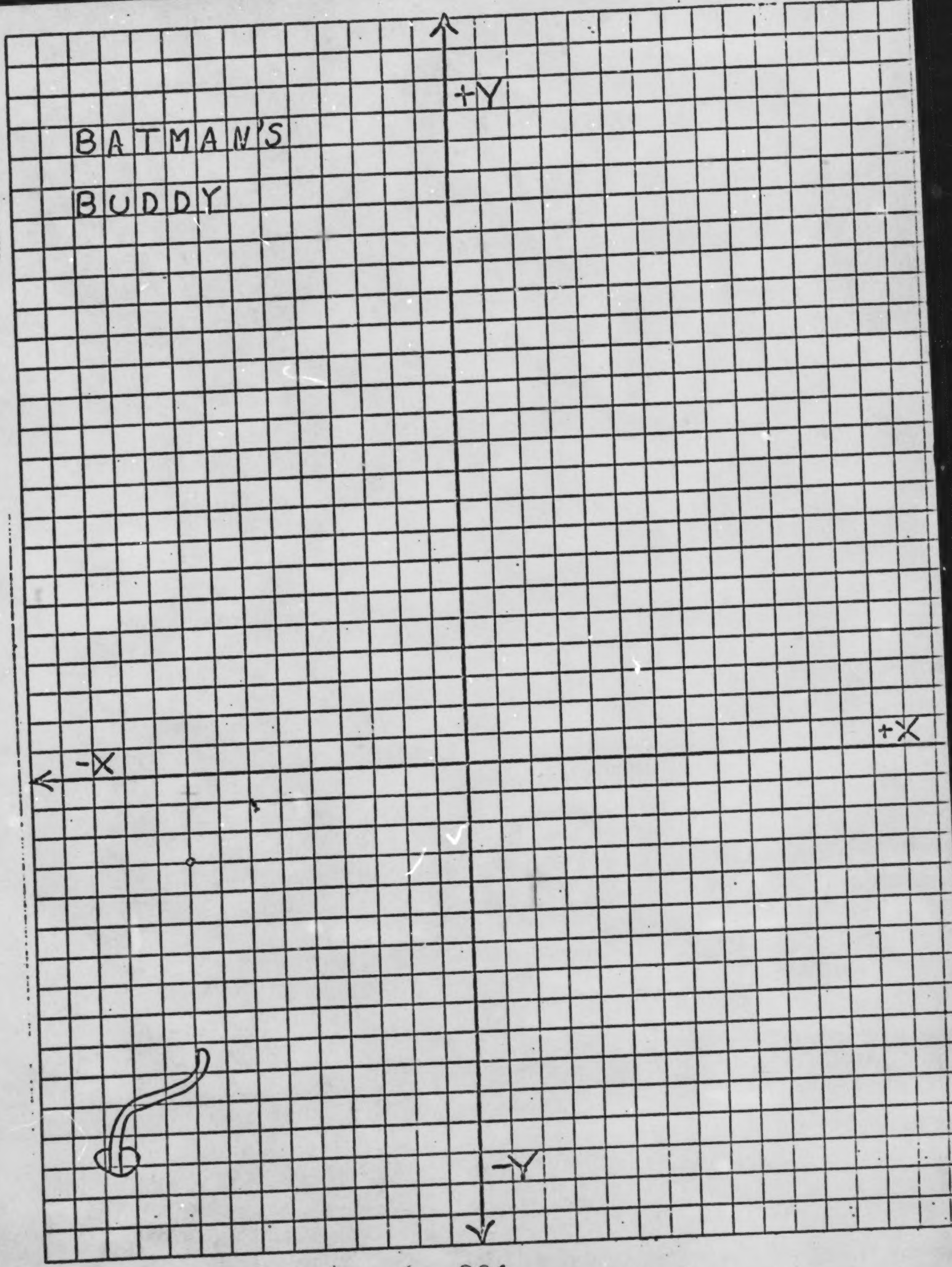
X	Y
+9	+7
+13	+11
+12	+12
+2	+5
-2	-1
0	-3
+8	0
+10	+3
+11	+6.5

Set V

X	Y
+8.5	+9.5
+8	+11
+14	+20
+9	+24
+5	+11
-5	+2
-9	0
-11	-2
-11	-4
-10	-5
-11	-7
-9	-6
-9	-8
-8	-6

Set VI

X	Y
+8	0
+3	-10
+4	-8
+2	-9
+4	-8
+2	-8



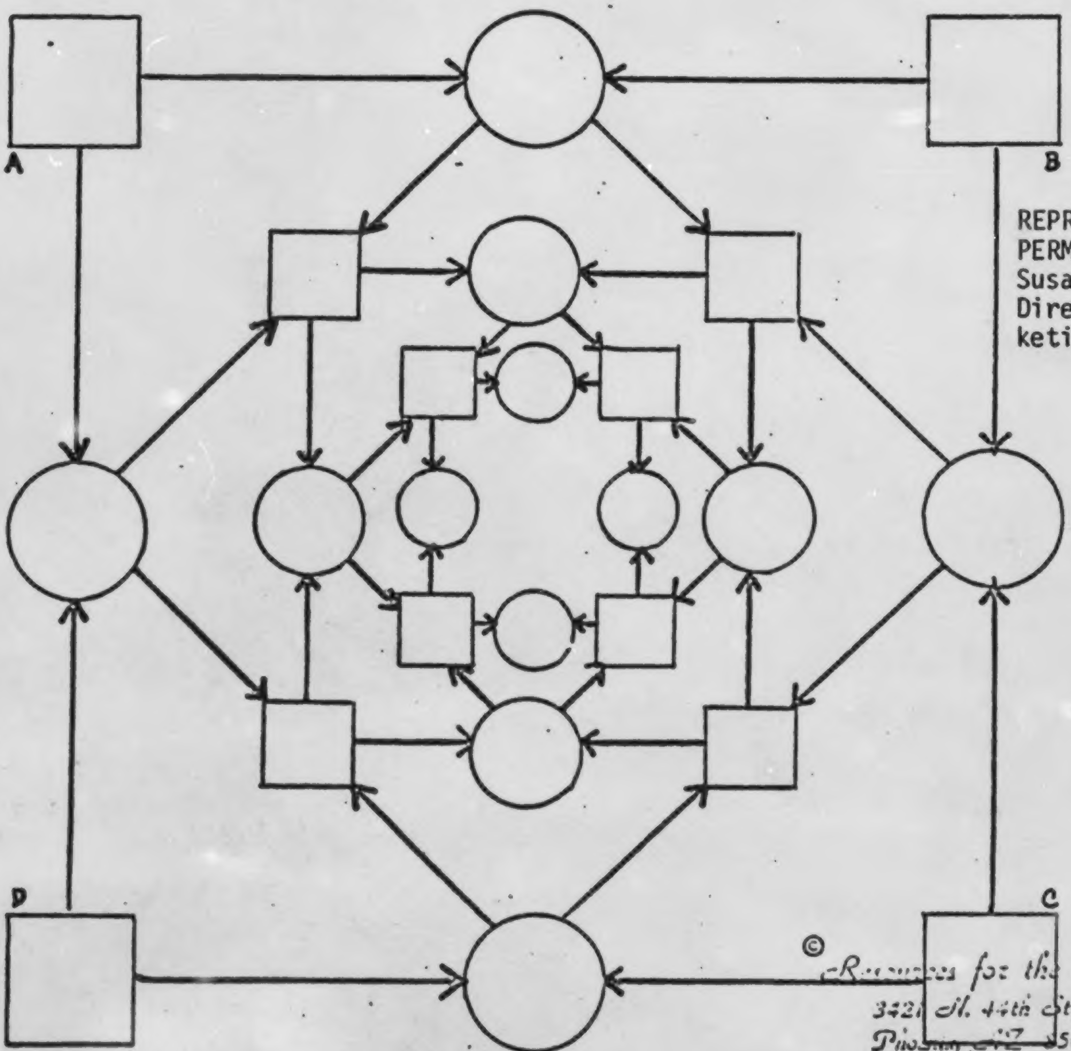
BATMAN'S
BUDDY
+Y
-X
+X
-Y

From: 289
Analyze

SLICK SUBTRACTION

You have before you a Math Happening! To find out what's happening there are some things you must do. Place a number (less than 100) in each of the four squares (A, B, C, D). Then, subtracting, place the difference between A and B, B and C, C and D, D and A, in the large circles indicated by the arrows.

Repeat by subtracting the numbers in the circles and putting that difference in the smaller squares. Continue following this pattern. What happens?



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Directions Sheet: MRO

This activity is appropriate for gifted fourth through seventh grade students in Science or Mathematics classes.

The materials required are commonly available and the basic experiment is relatively simple. Despite this simplicity, such varied thinking processes as data gathering, hypothesis formation, record keeping, predicting, and control of variables are required to complete the tasks.

The three variables manipulated are: rolling distance, height of incline, and weight of object. Their effect is determined by the distance the opject moves when hit by the marble as it rolls down the ramp.

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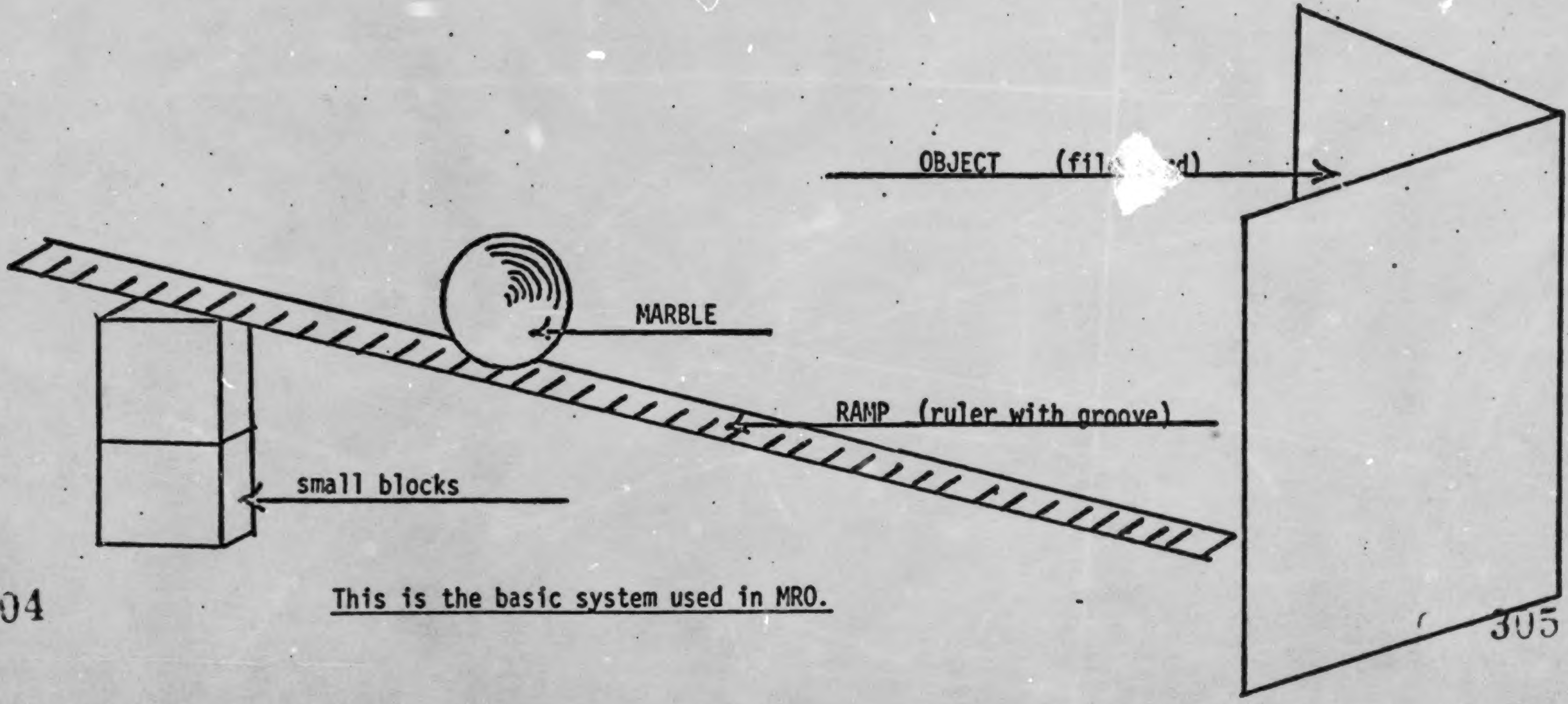
MRO


OBJECT (fil[illegible]d)
MARBLE
RAMP (ruler with groove)
small blocks

This is the basic system used in MRO.

MRO

YOU AND PERHAPS ONE OR TWO OTHERS ARE THE RESEARCH TEAM TRYING TO GET THE M.R.O. CONTRACT FROM A LARGE CORPORATION.

THEY REQUIRE A M.R.O.(MARBLE-RAMP-OBJECT) SYSTEM WHICH CAN MOVE A PAPER OBJECT ANY SPECIFIED DISTANCE BETWEEN 1 AND 50 CENTIMETERS. THE OBJECT MAY BE PUSHED ONLY WITH A MARBLE ROLLING DOWN AN INCLINED RAMP.

YOU AND YOUR TEAM WILL BE AWARDED THE CONTRACT IF YOUR SYSTEM CAN DEMONSTRATE THE ABILITY TO MEET THE SPECIFICATIONS.

BEFORE ATTEMPTING TO DEMONSTRATE YOUR SYSTEM, YOUR TEAM MUST CONDUCT THREE DIFFERENT EXPERIMENTS TO GATHER DATA ON VARIABLES INVOLVED. THE RECORD SHEETS FROM THESE EXPERIMENTS MUST BE PRESENTED AND APPROVED BEFORE AN APPOINTMENT IS MADE FOR A DEMONSTRATION.

WHEN YOUR M.R.O. SYSTEM IS ACCEPTED AND IS AWARDED THE CONTRACT, ALL TEAM MEMBERS WILL RECEIVE CREDIT FOR COMPLETING THE CENTER PLUS A BONUS. IF YOUR SYSTEM DOES NOT GET THE CONTRACT, YOU STILL GET CREDIT FOR THE CENTER BUT NO BONUS.

GOOD LUCK!

MRO

EXPERIMENT 1

IF YOU RELEASE A MARBLE FROM DIFFERENT PLACES ON AN INCLINED PLANE, WILL IT MOVE AN OBJECT THE SAME DISTANCE EACH TIME?

SET THE RULER ON A MIDDLE SIZED BLOCK WITH THE ZERO M.M. END ON THE "0" LINE OF THE GRID.

PLACE THE OBJECT AT THE LOWER END OF THE RULER.

RELEASE ONE MARBLE FROM FOUR DIFFERENT HEIGHTS ON THE RULER AND RECORD THE DISTANCE THE OBJECT IS PUSHED EACH TIME.

REPEAT THIS THREE TIMES AT EACH HEIGHT.

COMPLETE A TABLE OF YOUR RESULTS USING ONE OF THE FORMS PROVIDED.

MARBLE RELEASE POINT	DISTANCE OBJECT MOVED		
	TRY 1	TRY 2	TRY 3
5 C.M.			
10 C.M.			
15 C.M.			

MRO

EXPERIMENT 2

DOES MAKING THE INCLINE MORE OR LESS STEEP CHANGE THE DISTANCE A ROLLING MARBLE WILL MOVE AN OBJECT?

SET THE RULER ON THE SMALLEST BLOCK WITH THE ZERO M.M. END AT THE "0" LINE OF THE GRID.
PLACE THE OBJECT AT THE LOWER END OF THE RULER.

RELEASE A MARBLE FROM THE 15C.M. POINT ON THE RULER AND RECORD THE DISTANCE THE OBJECT IS PUSHED.

REPEAT THIS WITH FOUR ADDITIONAL BLOCKS HOLDING THE RULER, ALWAYS RELEASING THE MARBLE FROM THE 15 C.M. POINT.

TRY THE ENTIRE SERIES OF FIVE BLOCKS TWICE MORE TO PRODUCE DATA TO COMPLETE THE FOLLOWING TABLE:

HEIGHT OF INCLINE	DISTANCE OBJECT MOVED		
	TRY 1	TRY 2	TRY 3
2 C.M.			
4 C.M.			

MRO

EXPERIMENT 3

WHEN A MARBLE IS RELEASED FROM THE SAME POINT ON A CONSTANT INCLINE, HOW WILL CHANGING THE WEIGHT OF THE OBJECT CHANGE THE DISTANCE MOVED?

SET THE RULER ON THE LARGE BLOCK WITH THE ZERO M.M. END ON THE "0" LINE OF THE GRID.

PLACE THE OBJECT AT THE LOWER END OF THE RULER.

RELEASE THE MARBLE FROM THE 15 C.M. POINT ON THE RULER AND RECORD THE DISTANCE THE OBJECT IS PUSHED.

REPEAT THREE TIMES, ADDING TWO PAPER CLIPS TO THE OBJECT EACH TIME.

TRY THE ENTIRE SERIES OF WEIGHTS TWICE MORE AND TABULATE YOUR RESULTS LIKE THIS :

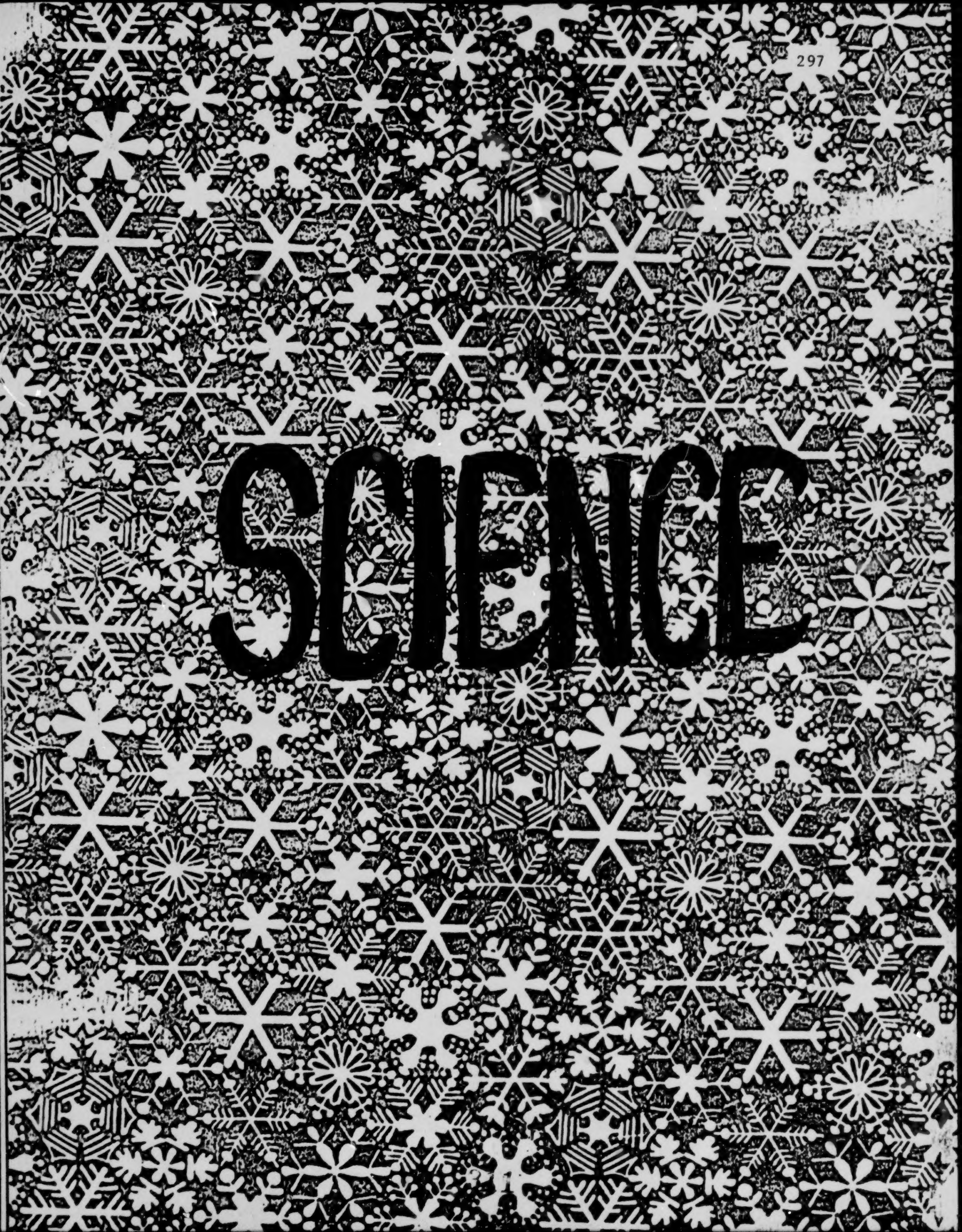
WEIGHT ADDED	DISTANCE OBJECT MOVED		
	TRY 1	TRY 2	TRY 3
0 CLIPS			
1 CLIP			

ENRICHMENT BOOKS
For Primary/Intermediate Grades

Math/Science:

1. Arthur, Lee, E. James, and J. Taylor. Sportsmath. New York: Lothrop, Lee and Shepard Company (Division of William Morrow, 105 Madison Avenue, New York, New York, 10016), 1975.
2. Barr, George. Entertaining With Number Tricks. New York: McGraw-Hill Book Company, 1971.
3. Charosh, Mannis. Math Games for One or Two. New York: Thomas Y. Crowell Company, 1972. (A "Young Math Book", Primary Level)
4. Hallamore, Elizabeth. The Metric Book of Amazing Things To Do. New York: Barron's Educational Services, Inc., 1974. (113 Crossways Park Drive, Woodbury, New York, 11797)
5. Horowitz, I. A., and Fred Reinfeld. First Book of Chess. New York: Sterling Publishing Company, 1973.
6. Leeming, Joseph. The First Book of Chess. New York: Franklin Watts, 1953.
7. Linn, Charles F. Puzzles, Patterns, and Pastimes. Garden City, New York: Doubleday and Company, 1969.
8. Reinfeld, Fred. Chess for Children. New York: Sterling Publishing Company, 1963.
9. The Discovery Shop. Science-Math-Creative Materials (Catalogue), American Museum of Atomic Energy, P. O. Box 117, Oak Ridge, Tennessee, 37830.
10. Wyler, Rose. Real Science Riddles. Englewood Cliffs, New Jersey: Scholastic Book Services, 1971.

ADAPTED FROM: Sara J. Lowe, Coordinator, Gifted and Talented Programs, Montgomery County Schools, 451 W. Third St., Box 972, Dayton, OH 45422. PERMISSION GRANTED.



SCIENCE

"Good ideas won't keep - something must be done with them."

---Alfred North Whitehead

"All too often we are giving our young people cut flowers when we should be teaching them to grow plants. We are stuffing their heads with products of earlier innovation rather than teaching them to innovate. We think of the mind as a storehouse to be filled when we should be thinking of it as an instrument to be used."

---John W. Gordon

SCIENCE

FOR PRIMARY GRADES

Examples of types of studies or activities appropriate for use with gifted primary children in the area of Science are:

1. Use mini-units such as
    a. Dinosaurs
    b. Sharks
    c. Astronomy
    d. Insects
    e. Pond Life
    f. Skeletal System of Human Body
    g. Marine Sciences
2. Experiments related to projects being studied
3. Experiments--single concept type
4. Specimens students bring to class to share
5. Collecting and classifying
    a. leaves
    b. shells
    c. insects
    d. others

ADAPTED FROM: Springboard Curriculum Guide, Grades 2-12. Ocean Springs School District Springboard Teachers of Program for the Gifted, P. O. Box 729, Ocean Springs, MS 39564. PERMISSION GRANTED.

SCIENCE

FOR INTERMEDIATE GRADES

Examples of types of studies or activities appropriate for use with gifted intermediate children in the area of Science are:

1. Improve observation techniques
2. Investigations and experiments
   a. Individual
   b. Small groups
3. Independent Studies
   a. computers
   b. lazers
   c. animals
   d. plants
   e. UFO's
   f. ESP
   g. Palmistry
4. Study oceanography as a career
   a. sea life
      (1) animals
      (2) plants
   b. the sea as a habitat for humans
5. Field trips
   a. Planetarium
   b. Aquarium
   c. Museums
   d. Observatory
   e. Space center(s)
   f. Air terminal(s)
6. Mini-units
   a. Magnets
   b. Carnivorous plants
   c. Things that dissolve
   d. Weather
   e. Astronomy
   f. Space
   g. Solar power
   h. Ecology
7. Speakers on various subjects of interest to each group

ADAPTED FROM: Springboard Curriculum Guide, Grades 2-12. Ocean Springs School District Springboard Teachers of Program for the Gifted, P. O. Box 729, Ocean Springs, MS 39564. PERMISSION GRANTED.

SPACE

The entire March 29, 1981, issue of 3 To Get Ready was devoted to the subject of SPACE. A listing of the titles of various articles included

"Animal Astronauts," by Perry Winkler;

"Goldfish Space," by Casey Buttons;

"Is Anyone Out There?" 'Yes,' says Barbara Brenner,
'No,' says Seymour Reit;

"An Inside Look at the Space Shuttle" (Columbia),
(no author's name given)

"The Blue Planet," by Betty Boegehold,
illustrated beautifully by Bruce Degen.

There was a very interesting full page advertisement by Corning called

"So You Want to Be An Astrophysicist!"

In the section called "Almanac for Parents" were included

"Space Relations," by Joanne Oppenheim;

"What Ever Happened to Martians?" by Hilary Beckett;

a humorous "Spaced-Out Glossary" that is "out-of-this-world!"

and a thought-provoking short piece by Donovan Boyle on

"Child Space"--the space the author says we should reserve for our children "in our daily lives for creating one-to-one relationships with them."

On page 22 were

"Spin-Offs From Space," by B. Johnes, describing not only Teflon frying pans, mini-computers and the fabric roof of a sports arena in Pontiac, Michigan, as "spin-offs," but the "ultimate space spin-off--a world 240,000 miles from Earth that hundreds, maybe even thousands, of people from our planet will someday call 'home'";

a list of "Books For Your Younger Child" dealing with SPACE;

a quiz, "Keeping Pace With Space."

Any teacher engaged in teaching a unit on SPACE, or a gifted youngster doing an independent study on any of several aspects of SPACE would do well to read this issue of 3 To Get Ready from cover to cover. It is a very good reference for this purpose!

SOURCE: 3 To Get Ready, Vol. II No. 7, March 29, 1981, published by
Media Three Periodicals, Inc., 3 Park Avenue, New York 10016.

"WHAT'S IN THE BOX?"

THE PROBLEM-SOLVING TECHNIQUE AS A GAME

INTRODUCTION:

Elementary teachers know well the curiosity of children concerning the science of everyday living. When children are allowed freedom to express this curiosity many excellent questions may arise. When such questions are posed by children, many sincere teachers have read that the proper thing to do is to enter into something called "problem-solving" with the children to "find" answers to such questions. Many teachers are uncertain as to what this "problem-solving" is. In an effort to place it in a familiar setting, Lawrence A. Conrey, of the University School, Ann Arbor, Michigan, developed the "What's In The Box?" game for teachers and their pupils.

THE MATERIALS consist of:

1. A small box (larger than a person's hand).
2. Cellophane (Scotch) tape to seal the box.
3. A small object to place inside; could be almost anything, such as a candy "life-saver," metal washer, nickel, marble, small cheese cracker, etc.
4. Sometimes, tissue paper may be used to wrap around the object in the box.

ESTABLISHING THE PROBLEM:

The teacher places the object inside the box away from the view of the children, and tells them they will be able to be quite certain, at the end of the game, what the box contains, even though the box will not have been opened. The reaction to the situation is spontaneous, since it appeals to a natural "what's inside" curiosity of children, such as the "insides" of volcanoes, caves, clocks, even their own bodies.

CLARIFYING THE PROBLEM:

Any good "problem-solver" must make certain that the problem is stated clearly. The problem above has one major need for clarification and children are quick to recognize it. What is meant by "round"?

There is more than one kind of "round"--round like a coin or round like an apple; round and flat, or "round all 'round?" More clearly stated, the problem above would be, "I have something in the box that is round and flat. What do you suppose it is?"

FORMULATING INITIAL HYPOTHESES:

Children can use their experiential background to formulate initial guesses or "hypotheses" as to what might be in the box. Such guesses might be: a cookie, button, watch, milk bottle cap, soft drink bottle cap, coin, powder puff, etc., which the teacher lists on the chalkboard. The children should recognize that, at this stage of the game, any guess is just as valid as any other. A teacher will have occasion to refer to "the day we played the game with the box" when children maintain too positive a stand, based upon available evidence, in solving other problems.

TESTING THE HYPOTHESES WITH EXPERIMENTS:

The next is to ascertain which of the initial ideas, if any, is more correct, by performing some experiments, such as shaking, smelling, lifting, squeezing. From these are discovered some items of information which would cause some of the original ideas to be less plausible than others.

CONSULTING OTHER SOURCES:

After the experimentation, other sources must be consulted. In actual problems, this might consist of investigating references in books, asking parents and other adults, or asking someone with a knowledge of the subject to visit the class and answer questions. In the case of the box game, the "authority" is present--the teacher. The game from now on takes on the aspects of the popular game, "Twenty Questions." The teacher should caution the children to ask questions based on characteristics and not specific objects (naming).

It will become evident that some of the original guesses are not possible and can be eliminated. Finally the original list is down to one item. Children will recognize that just because something is the last choice, it is not necessarily the correct choice. When all of the original guesses are eliminated, the children readily use their newly acquired information to develop a list of choices much more close to truth than was previously the case. Conrey found that the use of a "life-saver" candy in the box is a good choice; when a child asks, "Is there a hole in it?", what a difference this makes in deciding upon which hypothesis is correct!

Eventually, the children will have collected sufficient information that they are quite certain what the box contains. When it is opened and they discover they are correct, they have a genuine feeling of accomplishment. This, plus the functional use of key information, makes problem-solving a lasting experience for children.

As the game is played on other occasions, in addition to round objects, the game can be played with "something that is square."

OTHER USES:

Conrey points out that in addition to showing problem-solving procedure, the box can be used for at least two other significant instructional purposes. First, in the explanation of how air pushes, it is important to interpret the actions of tiny particles in the air called molecules. We must admit we cannot see them. As soon as we make this admission, a natural question for a child to ask is, "How do you know they are there when you cannot see them?" The teacher can answer, "Do you remember the day we played with the box? We didn't see what was in the box. Yet when we finished the game, we were certain what it contained because we knew so much about it. Scientists have learned much about the little molecules in the air, too. They have decided they must be there although we cannot see them." Thus, the invisible seems more real.

Second, the box provides the opportunity for practice in item identification through characteristics. A rock, plant, leaf, flower, etc., could be placed in the box. This places the learning of items in a more important structure of function or form rather than mere names.

Excerpted and Condensed from the ORIGINAL WRITTEN BY: Lawrence A. Conrey, University School, Ann Arbor, Michigan.

OBTAINED FROM: Allan McDonald, Resource Teacher/Gifted, Dearborn Public Schools, 18700 Audette, Dearborn, MI 48124. PERMISSION GRANTED.

SCIENCE

General Ideas

Keep a notebook on personal science study.

Maintain a glossary, possibly a pictorial one, of terms met in science for individual or class use.

Do special assignments in science books to extend current class interests; then share discoveries.

Locate books with information on class topics; place bookmarks in reference books for use of class members: e.g., pictorial pages of encyclopedia.

Read about early myths, legends, and superstitions; compare them with present-day scientific facts.

Scavenger Scrapbook

Children of many ages enjoy keeping a scrapbook. Perhaps some would enjoy being "science scavengers" to collect pictures and samples of specific science objects for a class scrapbook. Each page in the scrapbook could be given a title or caption to indicate what kind of illustrations or samples belong on the page. Pages for a scrapbook for primary children could include the following:

Shadows
Animals With Fur
Animals That Fly
Plants We Eat
Plants With Flowers
Electricity at Home
Sounds We Hear
Water to Drink
Water For Plants
Water For Fun
Seeds That Travel
Things in the Sky

Older children could hunt for illustrations like these to put on pages in their scrapbook(s):

Life Cycle of a Frog
Parts of a Flower
Pulleys at Work
Cumulus Clouds
Under the Microscope
Erosion
Using Magnets
Space Travel
Nature's Parasites
20,000 Leagues Under the Sea
Chemical Changes
Kinds of Precipitation

SOURCE: Dr. Joe Varacalli, Supervisor, Portsmouth City Schools, 411 Court Street, Portsmouth, OH 45662. PERMISSION GRANTED.

SCIENCE

Nutrition

Some interesting activities for students in the area of nutrition might include having them -

(1) manipulate pictures cut from magazines into correct food groups.

(2) devise a game which gives points for eating correct foods.

(3) develop nutritional substitutes for present foods.

(4) compare costs of eating meals at home versus restaurants or fast-food-service places.

(5) collect recipes and compile a cookbook of easy-to-prepare foods which are high in nutritional value.

(6) interview a dietician at a local hospital.

(7) conduct a campaign in the cafeteria

   a. to eliminate waste of food
   b. to encourage better nutrition
   c. to educate other students

SOURCE: Dr. Joe Varacalli, Supervisor, Portsmouth City Schools, 411 Court Street, Portsmouth, OH 45662. PERMISSION GRANTED.

From:
Mind Over Math

BOTTLE BOGGLER

BENDING LIGHT

MATERIALS:
- Plastic pill bottle with lid
- Printed material
- Water

PROBLEM: Can you use a bottle of water to make things look larger?

STARTERS: Can you fill the pill bottle with water so there is absolutely no air in it? Replace the cap tightly. (Leaks are messy.)

If you lay the bottle on its side over the printed words and look through it, what do you see?

Can you move the bottle so the words look shorter?

Can you make them look taller?

If you take off the lid and pour out a little of the water, you will have a bubble when you lay it back on its side.

Does this change the way the print looks?

WHAT ELSE?

If you add some food coloring to the water in the bottle and look at some colored pictures, will they change in appearance?

Can you make parts of the pictures seem to disappear with colored water?

What happens if you try this with a bigger bottle?

Does the shape of the bottle make a difference?

Can you think of some different liquids to try in place of the water? List some of them here and then try them.

__________ __________ __________ __________

__________ __________ __________ __________

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An Outline for Observing Animal Life

ANIMAL'S NAME (if known) ____________________

PHYSICAL APPEARANCE

Describe its body surface: color ____________________
texture ____________________
Number of main body parts ____________________
Number of legs (if any) ____________________

HABITS

How does the animal move? ____________________
What does it like to eat? ____________________
Where does it like to live? ____________________
How does it communicate?
Through sound: ____________________
Through movement: ____________________
How and when does it rest? ____________________
____
____

What excites the animal or causes it to become active?
____
____

How does it seem to defend itself?
Appearance ____________________
Natural weapon ____________________
(such as sting, bite, claws, odor, etc)

How does it relate to human beings?
____
____

How does it relate to its own kind?
____
____

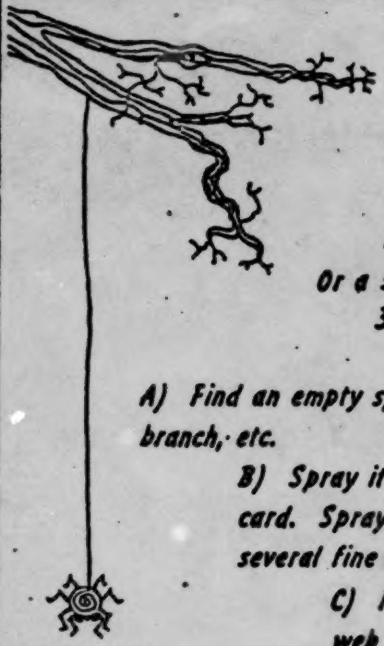
Teachers Notes:

This form may be used to observe animals in their natural habitats.

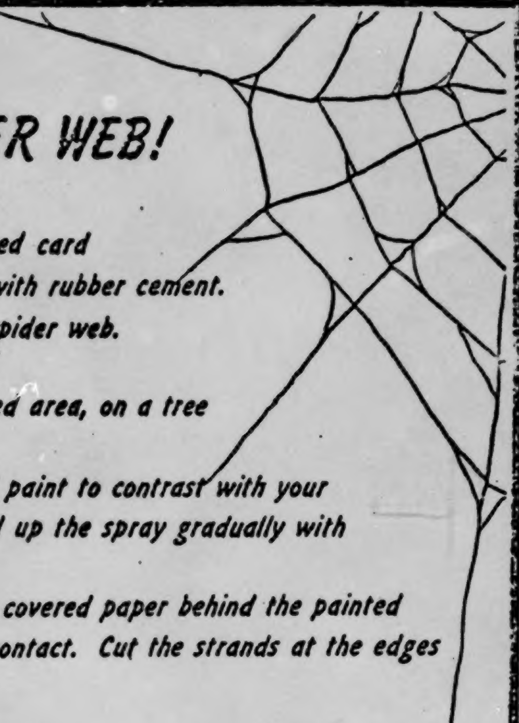
Teacher's Record:

Date Used	Student or Group	Follow-Up Plans

SOURCE: Dr. Joe Varacalli, Supervisor, Portsmouth City Schools, 411 Court Street, Portsmouth, OH 45662. PERMISSION GRANTED.



COLLECT A SPIDER WEB!



YOU WILL NEED:

1) Spray lacquer 2) A textured card
Or a smooth piece of paper sprayed with rubber cement.
3) Spray paint 4) An empty spider web.

A) Find an empty spider web in a window, a wooded area, on a tree branch, etc.

B) Spray it with clear lacquer or a colorful paint to contrast with your card. Spray from quite a distance and build up the spray gradually with several fine coats.

C) Place the card or rubber cement covered paper behind the painted web and carefully bring the two in contact. Cut the strands at the edges and your collection is complete!

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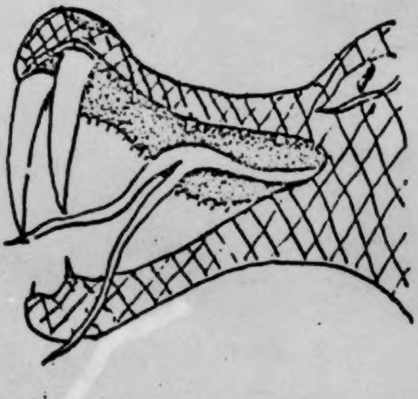
monster card 10

MONSTER SURVEY

Who, or what will make the TOP 10 in the MONSTER POPULARITY POLL? It's up to you to find out! Survey your classmates, another class, the teachers, your family, friends, ANYBODY! Ask them who their favorite monster is. Now, show the results on a line graph or bar graph. Then, make a list of the MONSTER TOP TEN!



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monster card 59

COLLECTING SPIDER WEBS

Spiders are truly the design engineers of nature. Watching a spider work is most rewarding.

Concepts:

Spiders are relatives to insects.
Spiders have a two part body.
Many spiders spin a web to live on (in) and catch food.
The threads produced by spider's silk glands are so fine, they may be used for cross hairs in the eyepieces of optical equipment.

MATERIALS: Black construction paper, a light colored spray paint (white), scissors.

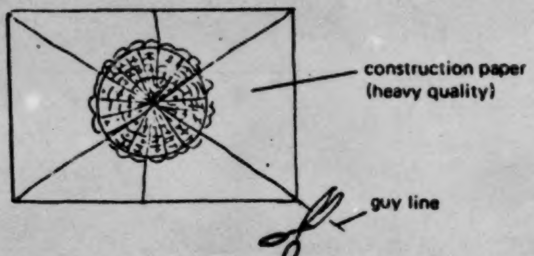
DIRECTIONS: Collecting perfect spider webs takes some practice.

1. Remove the spider from the web by gently pushing him off the web. Careful not to break the web.
2. Examine the web. Check the guy line (point of attachment) for each area of the web.
3. Find a piece of construction paper a bit larger than the web.
4. Carefully spray the web with paint. Gently coat both sides. Notice how the pattern is formed.
5. While the paint is still wet, carefully lay the construction paper under the web. Cut the guy lines one at a time and gently lift up.
6. The web will stick to the construction apper. Be sure to use a heavy quality of paper or it will bend too much!

If done correctly, the web will stick to the paper and be in perfect condition.

Make a collection of spider webs. Notice the variety and difference in the weaving patterns.

Spiders caught on a web can be transferred to the large observation cage for classroom enjoyment. The spider will spin a new web in the cage. Because the guy wires may be attached to the lid, a hole must be drilled in the top of the cage (in a pan) and plugged with a cork. Fresh insects should be dropped in from time to time for food. Too much moisture can create conditions for molds and fungi harmful to spiders.



Collecting Webs

Student-Teacher Reference: Savory, Theodore, *The Spider's Web*, Frederick Warne and Co., New York.

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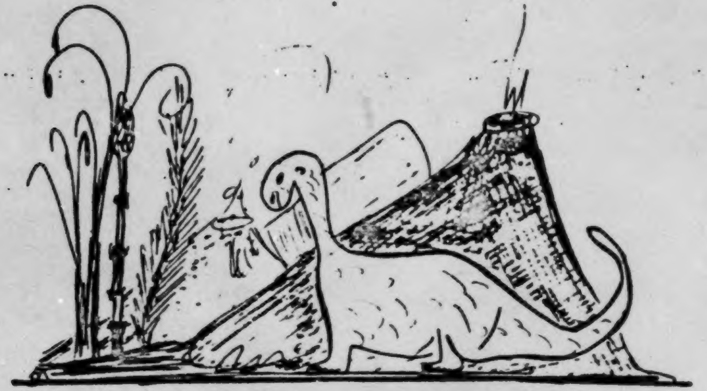
REPTILES: Dinosaurs

Millions of years ago, the reptiles ruled the earth. The Mesozoic Era in Geologic Time was the Age of Reptiles as they were the dominant creatures on the earth. The dinosaurs weighed up to 50 tons and some were 90 feet long. The dinosaurs were the largest animals that ever lived.

The first dinosaurs had only two legs. After millions of years they developed into reptiles with four legs. Some dinosaurs were flesh eaters and preyed upon the plant eating dinosaurs. The dinosaurs were classified into two groups according to their hip development. One group had hip bones like that of other reptiles while the second group had hip bones which were bird-like.

As the climate changed on earth and major geologic events took place, the vegetation and the land form changed significantly. Mountain ranges (Rocky Mountains) became higher and the low, warm inland seas began to dry up. The plant eating dinosaurs found it difficult to adapt to the new vegetation for their food supply. The carnivorous dinosaurs depended on the plant eating species for food. The newly developing mammals may have also played a major role in the extinction of the dinosaurs. The dinosaurs were unable to adapt to their changing environment and the changing conditions on earth so they therefore died out and the Age of Reptiles ended.



Panorama on a board.
Use a variety of materials. Fashion the dinosaurs from clay, wallpaper cleaner, or cornstarch* clay.

There are many excellent references available to teachers and students when studying dinosaurs.

Student-Teacher References: Stebbing, Hilary, *Extinct Animals,* Puffin Picture Books; Leventhal, J.P., *From Then To Now,* Little Golden Books, Simon and Schuster, New York; McGowan, Tom, *Album of Dinosaurs,* Rand McNally and Company, Chicago; Wyler, Rose and Ames, Gerald, The Golden Stamp Book of *Animals Of The Past,* Golden Press, Racine, Wisconsin.

*Recipe on Argo Cornstarch box. Send for Craft Ideas:
Best Foods, CPC International Foods, Englewood Cliffs, New Jersey.

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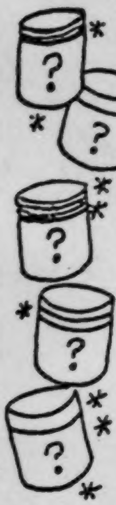
From: Animal Box 313

FOLLOW YOUR NOSE

oooo SAMPLE SOME SMELLS

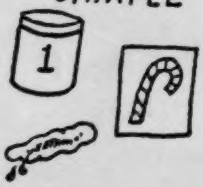


In the animal kingdom, the sense of smell is one of the keenest. Humans use sight and hearing and perhaps even touch more often for information than they do their sense of smell. There are many books on the market of the "scratch and sniff" variety, often featuring animals as the central characters. Now's the chance for your students to follow their noses and identify some smells.

Collect empty prescription vials. Rinse out and allow to dry thoroughly. If containers are clear plastic, cover with Contac paper. (Containers are available in dark amber making covering unnecessary.).

For the youngest children, a matching game could be made which would require the children to match the smell with a picture of something associated with the smell. (See sample)

SAMPLE



PEPPERMINT
EXTRACT
ON COTTON

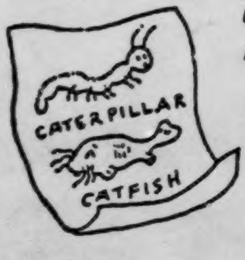
Older children could also match smell and picture but could in addition rank the smells in order of personal preference. Some would put oregano or garlic ahead of banana or mint! Your grocery spice shelf or pharmacy offers nearly unlimited spices and extracts to use alone or on cotton. A hole punched in the top of the container will allow just enough scent to seep out to allow for identification. All vials should be alike, except for number identification.

MAKING A CAT-ALOGUE

OUR
CAT-ALOGUE

This is an activity that can provide spin-off ideas to carry on for several days. Have the children bring in pictures from newspapers or magazines dealing with cats. These can be feature articles, advertisements or news stories. You might want to send a note to the parents, urging their help and encouraging them to share any items they might have pertaining to felines, and most especially their own knowledge, if they happen to be cat "experts" themselves.

For young children, making a collection of pictures with easy-to-read captions will probably be ambitious enough but for older or more skilled children, a discussion of cats could easily lead to investigating other words related to "cat". One abridged dictionary had these listed:



catamount
catbird
catboat
catcall
catkin
catnap
catnip
cat-o-nine-tails
catty
catwalk

Any of these words could provide a fascinating extra page in a cat-alogue!

Do not overlook the great resources available in your library . . . including encyclopedia articles on CATS!

ANIMALS: Making A Set Of Animal Tracks

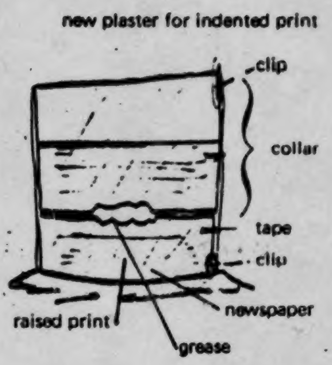
The winter is a wonderful time to make animal tracks. A track-making field trip can be fun.

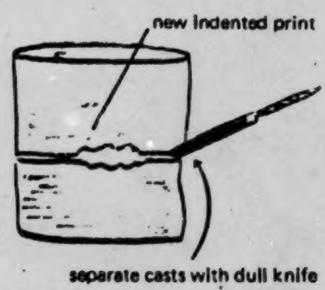
MATERIALS: Same as for "Making Tracks".

DIRECTIONS:

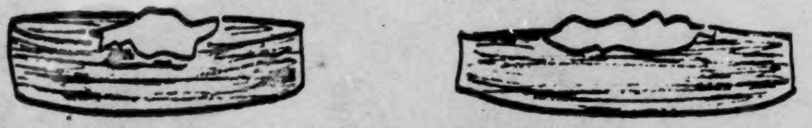
1. Prepare the original track print by dusting it carefully.
2. Make a paper collar at least 3 inches tall to fit snugly around the track.
3. Carefully brush a layer of grease on the plaster cast. The grease will prevent the set from sticking together.
4. Be sure the collar is firmly in place. Place the track and collar on a cushion of newspaper. Mix the plaster according to the directions. Pour the plaster over the original print into the collar mold.
5. Let the mold stand for several hours before touching it. (Feel the heat produced when the plaster is setting. A chemical reaction is taking place while the plaster is drying and getting hard.)
6. When the mold is solid (several hours), remove the collar.
7. Carefully place the blunt edge of a knife between the casts to separate them.
8. Let the separated casts stand another 12 hours.
9. When the casts are dry, sand the rough edges and clean off the grease. (Students should have a matching set of tracks when the project is complete.)
10. Track sets can be sanded and painted if a more completed looking set is desired. Use enamel paint for a good sealer.

Set of Tracks





Matching Set of Tracks



Indented print

raised print

Correlated Art Activity: Finished tracks can be turned into bookends, paper weights and other projects in craft classes. Ask the students for ideas.

References especially good for track projects: Morgan, *Field Book of Animals in the Winter*, G. P. Putnam's Sons, N.Y. Murie, Olaus J., *A Field Guide To Animal Tracks*, Houghton Mufflin Co., Boston (Roger Troy Peterson Series).

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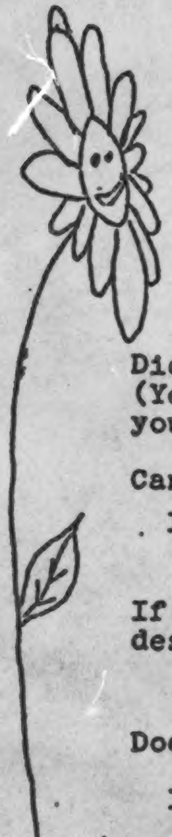
a guide for OBSERVING PLANT Life

Look at the plant. Identify its main parts. Describe each briefly in the spaces below. (You may not be able to see all parts on every plant.)



	Color	Shape	Size	Texture
Flower				
Fruit				
Leaves				
Stem				
Root				

Did this plant grow from a seed, a bulb or another like plant? (You may not be able to tell. If not, guess and try to research your answer later.) ______________________________

Can any part of this be eaten as food by human beings? ___

If so, which part(s) __stem __leaf __root
__seeds __flower __fruit

If possible, sample the edible portion of the plant and describe its taste. ________________________
(tangy, sweet, bitter, spicy, mild, tart, etc.)

Does any part of the plant have a distinct odor?____

If so, describe. ______________________________

If the plant has a fruit or an edible root, feel it and describe how it feels (waxy, spongy, firm, prickly, slippery, rough, smooth, limp, crisp, soft, etc.)

____

Cut the fruit to see how many seeds are inside.

______________________ (approximately)

Are the seeds large or small? ____________________

Are they located in the center of the fruit or all over the inside? ______________________________

Does the fruit have empty spaces inside, or is it filled with pulp? ______________________________

Do you know or can you guess how man may use this plant?

____

____

Can you name the plant? ______________________

Use the next page to draw a sketch or sketches of the plant.

Teacher Notes:

These pages were developed to give tangible direction to a student's observation of a given plant. It is intended as a vehicle for organizing and recording the information a student may gain by his observation.

The pages may be used by a single student, by a small group of students or by an entire class who will together observe the characteristics of a given plant.

Teacher's Record:

Date Used	Student or Group	Follow-Up Plans

SOURCE: Dr. Joe Varacalli, Supervisor, Portsmouth City Schools, 411 Court Street, Portsmouth, OH 45662. PERMISSION GRANTED.

BEST SOURCE OF MATERIAL FOR WORKING WITH MICROSCOPE IS THE POND.

Studying the living organisms in a pond can be a rewarding experience. The pond is an excellent source of material for students beginning work with a hand lens, tripod or microscope. The variety of tiny plants and animals is outstanding. Specimens can be kept in the classroom during the winter months while study and research continue.

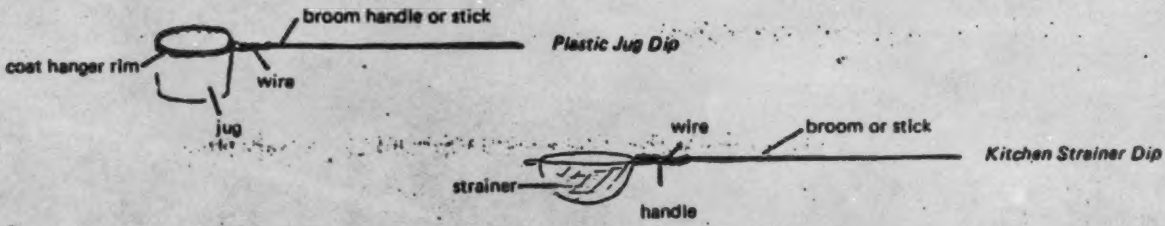
There are many kinds of ponds. The location and type suggest certain varieties of plant and animal species which live in them. Ponds can be permanent: have water in them all year around. A pond can be temporary: have water in it for only a short period of time in the spring and early summer. Each type of pond or pool is unique in that it supports the type of plants and animals which require water only as long as the pond is a pond.

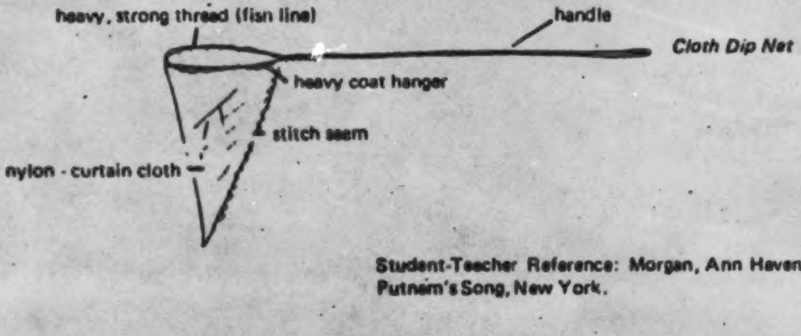
In starting a pond study, select a particular pond and collect specimens over a long period of time if possible. Specimens will change as the plant and animal life in the pond matures.

COLLECTING ITEMS

A variety of jars and plastic jugs are a must for collecting pond specimens. A fishing net, several coffee cans of different sizes, an old cookie sheet or tray with sides, a good hand lens (to use in the field), a pencil and notebook for recording data concerning specimens, a screen-type dip net, and a cloth-type dip net. Remember the mosquito repellent!

The dip nets can easily be made for collecting specimens. When a class is collecting, small groups work better than individuals. Each group member should have a specific responsibility. Too many dippers muddy the water and there is just too much to carry.


broom handle or stick
Plastic Jug Dip
coat hanger rim
wire
jug
wire
broom or stick
Kitchen Strainer Dip
strainer
handle


heavy, strong thread (fish line)
handle
Cloth Dip Net
heavy coat hanger
stitch seam
nylon - curtain cloth

When at the pond, carefully examine the area around it.

There are many clues left by the animals who visit it.

Student-Teacher Reference: Morgan, Ann Haven, *Field Book of Ponds and Streams*, G. P. Putnam's Song, New York.

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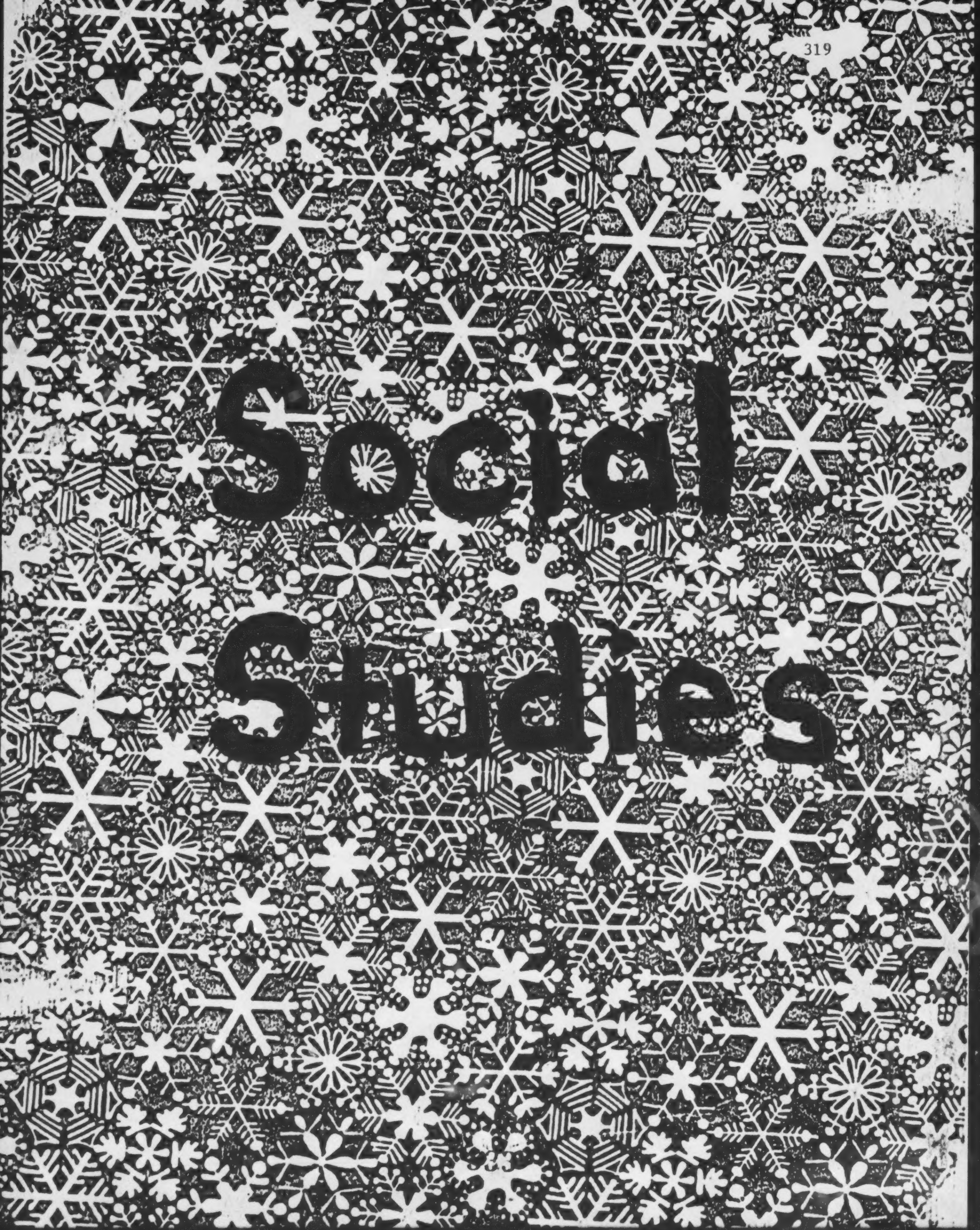

Social Studies

"A spring of fresh water is a nuisance when it first issues from the ground, producing only mud and mire. It cannot be stopped by cement or earth fill; its flow will continue to seep around the edges. But when the spring is given a protective and delimiting margin, and a channel is provided for its stream, it becomes a source of joy. The same is true of creativity."

SOURCE: Gowan, John Curtis, George D. Demos, and E. Paul Torrance. Creativity: Its Educational Implications. New York: Wiley, 1967. Preface, page vii.

SOCIAL STUDIES

FOR PRIMARY GRADES

Examples of types of studies or activities appropriate for use with gifted primary children in the area of Social Studies are:

1. Basic map and globe skills
2. Use of time line
3. Various mini-studies (see under Social Studies mini-studies in this handbook)
4. Units from resource books, such as Center Stuff for Nooks, Crannies, and Corners, by Imogene Forte and Joy Mackenzie

Suggested Additional Reading for Teachers and Parents:

Clemes, Harris, and Reynold Bean. How To Raise Children's Self-Esteem. (Revised Edition) Enrich/Ohaus, Sunnyvale, CA 94086, 1980. ($3.95)

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SOCIAL STUDIES

Examples of types of studies or activities appropriate for use with gifted intermediate students in the area of Social Studies are:

1. Improve map skills.
2. Unit(s) on inventions/discoveries.
3. Make models of inventions, globes, maps, etc.
4. Learn how an election works.
5. Current events

   Learn to read newspaper and understand what it's about

6. Mini-courses

   History--Ancient Egypt
   --"Knights and Castles"
   Economics--"Money Wise"
   --"Food Buymanship"
   Law--"Don't Do the Crime If You Can't Do the Time"

7. Field trips
   - a. Bank
   - b. Planetarium
   - c. Aquarium
   - d. Museums
   - e. Art museums (and art shows)
   - f. Observatory
8. Interaction of cultures and dependence upon each other
9. Simulations
   - a. Commercial ones from companies such as
     - (1) California Learning Simulations
     - (2) Interact--Learning Through Involvement
   - b. Teacher-constructed ones

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AN ARCHEOLOGICAL "DIG" IN LOUISIANA

"How I Spent My Summer Vacation" is a commonly assigned September composition topic. Many teachers in Vermilion Parish, Louisiana, received some unusual responses to that assignment after the summer of 1979. The Talented and Gifted (TAG) students of Vermilion Parish from grades four through ten became junior archeologists that summer as the result of a Louisiana State Department grant for innovative enrichment programs for the gifted.

The teachers in the program conceived the idea after students had visited the King Tut exhibit in the fall of 1977. Earl J. Comeaux, Parish Special Education Supervisor, knew of the Indian mounds in Vermilion Parish and suggested that the gifted classes be involved in some study of them. The elementary classes visited the Morgan site, where three mounds still exist, as part of a unit on bones. In addition to finding cow and nutria bones, they also found potsherds on the surface of the site. This piquing of the students' and teachers' curiosity was all it took to apply for a grant to work up a summer archeology project.

Permission was secured from the landowners and from the school board, to undertake a "dig" the following summer. Realizing the need for resources in the field of archeology, the teachers contacted Dr. Jon Gibson of the University of Southwestern Louisiana archeology department. He recommended resource materials on archeology and outlined the next steps which needed to be taken. He also agreed to arrange for obtaining equipment and supplies and an archeologist who would act as field supervisor.

In the spring of 1979, both elementary and junior high students studied a brief unit on the Prehistoric Indians of Louisiana. The students also simulated coil pottery making. Since the older students were expected to assist the archeologist in the actual dig, they participated in a simulation of a dig. The classes created two cultures and all the culture universals which would evolve from the cultures they envisioned. The junior high students then created artifacts to represent the religion, government, language, dress, economy, and art of the Ice-age, pit-dwelling people that they had created. The high school class created similar clues for their futuristic, peaceful computer-assisted, flower-loving people. Each group buried their artifacts, then unearthed the other group's site and set about decoding the culture. The archeological methods used very roughly approximated actual scientific archeological techniques.

James Morehead, the archeologist who would be working with the students, the TAG teachers, and the bus driver met twenty-two eager diggers on the first school day of July. The bus left Abbeville at 7:00 a.m. and an hour later they were making a surface collection of the mound and the midden area around it. Those first potsherds were exciting findings! But they still wanted arrowheads!

It was a week before the first shovelful of dirt was turned. The site was surveyed and test unit locations were chosen. They were fortunate to have a team from Peabody Museum under Dr. Ian Brown, working on a test unit near the other two mounds. While Leo Montet, the bus driver, and Morehead, the archeologist, surveyed the site delineation stakes, the students spent those two days doing research for the creative projects which were to be exhibited along with the artifacts in the fall. The rain prevented their starting the next day. It was a good thing that the first shovelful of dirt contained a decorated potsherd! Finally!!

Under Morehead's instruction, the students learned the proper method of setting a test unit using the Pythagorean Theorum. They learned to draw profiles of the soil strata of the test unit walls on graph paper. They became experts at screening--recognizing bits of bone or rock, teeth, charcoal, or pottery, less than ½ a centimeter square in the midst of gallons of crushed shell and soil mixture. They learned to identify differences in soil types. They became scientists when they had planned to become treasure hunters. It is ironic that the students' original quest for "arrowheads" had become such a joke that when the only arrowhead found in the project was turned up, it was overlooked by the troweler, by the screener, and discovered by the recorder, as she attempted to classify it before putting it in the proper level bag!

The students continued their scientific attitude of patience as each of the 10,000 artifacts had to be washed and cleaned with a toothbrush, dried by level bags, and painstakingly labeled with stylus and India ink. The beginning of hurricane season provided enough rainy days to complete the cataloguing. Every piece of shell, pottery, or bone bigger than a student's thumbnail had 16VM9 (the site #), the site delineation number, the level at which it was found and the catalogue code number for what it was--shell; bone; potsherd rim (decorated or undecorated); unidentified lithic; historic (nails, glass, china); plain body pieces; etc. The last bag was catalogued at ten minutes until going-home-time on the last hot day of July and they all had home-made ice-cream to celebrate!

By the end of the dig, it was apparent that the culture unearthed was not Marksvillian as Collins in 1927 had suggested, but was from the Coles Creek or Troyville period. The artifacts were further analyzed during August and September by Morehead and Gibson. Then the Tag students set out to recreate the culture of the Coles Creek period about 1,000 to 2,000 years ago. They had replicas of what a Pecan Island newspaper, October 4, 900 A. D. would have looked like; of what items in a general store would have been hot-sellers; of what a temple-mound complex would have looked like; of what a vacationer's scrapbook would have included after his trip back to the period, and many more interesting applications of the few concrete facts archeologists can tell us about this period.

That's one of the problems with studying pre-history, the students learned. All of their divergent thinking and "what if's" could not be confirmed by a simple "yes" or "no." Science requires evidence before confirming a hypothesis. Impatience was a problem in many areas of the dig. Students tired easily when recording hundreds of plain pieces of pottery required sitting in the sun for hours. Labeling and screening were both tedious processes. Digging with trowels one centimeter down at a time was frustrating when the child really wanted to pull up that artifact and see what it was. Singing and cheering on the bus made the trip go faster, but an hour's bus ride there and back day after day was tiring.

On some days when more than the average twelve or so students showed up, there was not enough to do for everyone to keep busy. On days when only five or six students came, the work of shaking the screen, digging or just sitting in the sun recording was exhausting. After all that, the students were naturally disappointed that the product of their labor was not theirs to keep. It would belong to the Vermilion Parish School Board and be available to USL for study. However, there was some compensation in the form of pictures in the newspaper and on television. And of course, they would get to "show off" at "Indian Day."

That day was October 9, 1979. The Vermilion Historical Society's

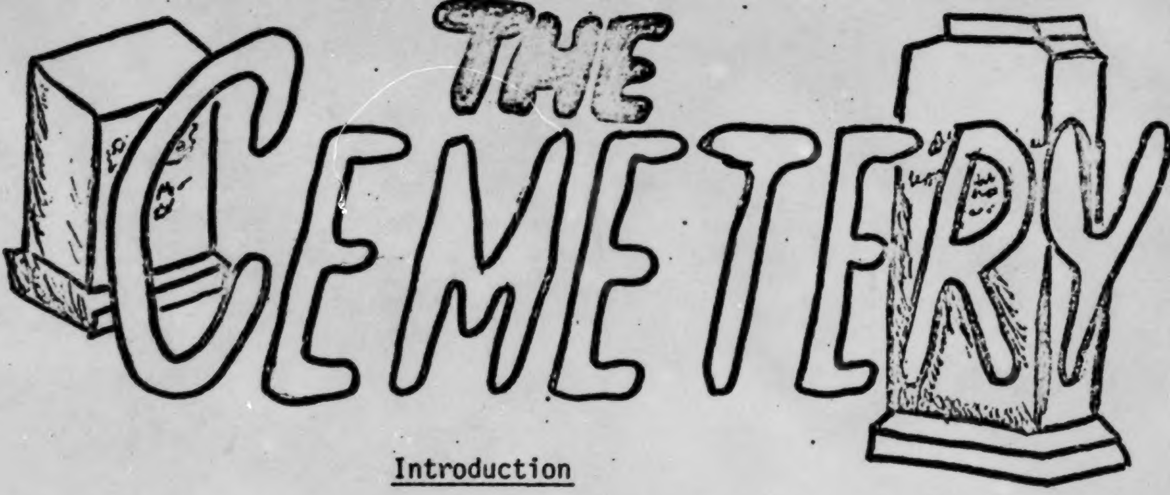
Museum and Tourist Information Center held its grand opening, featuring the students' projects and two display cases of prize artifacts. The cases held the arrowhead, samples of shells and bones from Indian "garbage," representative samples of decorated pottery, and other "junk" from the 1,200-year-old "trash pile." About 150 students and other visitors toured the museum. Student "archeologists" acted as guides and answered questions about the dig and the Coles Creek period.

All involved believed the program was a huge success and hoped to continue it the following year. That first year they opened only two full meter-square units, but many 50 cm. and 25 cm. test units. They had an idea of the limits of the site and wanted to expand their study. They had found post-holes and fire-pits which could tie into a more complete sketch of village life.

The twenty days in July gave the students a thirst for scientific discovery. They appreciate that time is running short for studying the pre-history hidden in the marshes of Pecan Island. "Progress" may soon destroy the treasure chest the students found there. As their last days dwindled and they dug furiously, the sound of buzz saws and bulldozers filled their ears as nearby construction began.

Their grant proposal for the following summer's project was to include as objectives: developing awareness of scientific method, of pottery analysis skills, and of spreading the news about archeology. But the students and their teachers had the primary objective of recording and preserving the pieces of the past which sleep in Pecan Island for future generations who will not have the opportunity to experience a summer of playing "treasure hunter" and contributing to the body of knowledge as scientists.

SOURCE: Earl J. Comeaux, Supervisor, Vermilion Parish School Board,
P. O. Drawer 520, Abbeville, LA 70510. PERMISSION GRANTED.



THE CEMETERY

Introduction

"Dead men (persons) tell no tales" isn't really a true statement, even though the pioneers who settled the Western frontier fully believed it and what's more--they practiced it!

A study of a cemetery will prove more interesting and provide more information than any history text dealing with the same geographical area. Cemeteries are excellent community resources which offer many varied and unusual opportunities for student involvement. Examples are:

Foreign language:	The stone inscriptions can be a starting place for translation and a study of the culture of immigrant groups.
Art:	The deisgn, shape, size and color of markers is signigicant. Provide great sources for rubbings.
Science:	Vegetation and wildlife.
Social Studies:	Religious attitudes and their evolutions Economic conditions Medical history Social upheavals such as wars, epidemics, and national disasters.

It is true that cemeteries everywhere have general similarities, but at the same time, each is unique in character. Each reflects, with accuracy, the spirit of the people who lived in that place during that time.

Let's search for that uniqueness!

Collecting Data

You may find the following list of activities and suggestions helpful. Use it only as a guide and expand the list as much as possible.

All groups or pairs should record the requested information for twenty (20) names on the DATA SHEET and collect as much data as possible to complete the CEMETERY booklet.

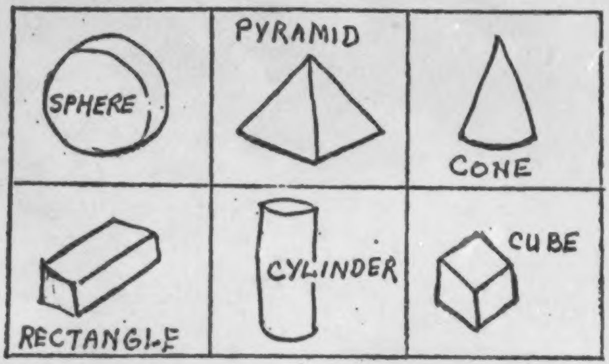
HINT: A magnifying glass is a helpful tool!

1. Work in pairs or in small groups.
2. Get an overview of the total area first.
   Where is the cemetery in relation to the town? Why?
   Locate the most desirable plat location.
   What family name(s) is/are most prominent?
   Describe the marker(s) of that family.
3. Record the inscriptions which are in foreign languages.
4. What change in ornamentation took place over the years?
5. Where are headstones and footstones (markers) both used?
6. Are nationalities suggested in any way?
7. How can family sizes be determined?
8. What patterns of in-or-out migration from the region seem to be prevalent?
9. What reasons can you suggest for unmarked graves?
   How many are there?
10. List all the evidences of erosion that you can.
11. What evidences can you find of common disasters: war, epidemics, etc.?
12. Find a marker of:
    - Someone who died at age 18.
    - Someone who was more than three times your age.
    - A person who died before the end of Warld War II.
    - Someone who lived more than 100 years.
    - A man who outlived his wife.
    - Someone who was never old enough to vote.
    - A person who could have seen Abraham Lincoln.

13. Take manila paper or white construction paper, or "butcher" paper, masking tape and large wax crayons to the cemetery. Tape a piece of paper to the marker and rub over the paper with the side of the crayon to bring out the differences between raised and cut surfaces. (making a "rubbing")

14. Lie on your back and look at the sky, clouds, and trees. Look for a while and then put your feelings into words. Write down your thoughts.

15. Listen to all the sounds. What are your thoughts and feelings? A tape recorder might be helpful to capture some of the sounds as well as your thoughts.



Draw a sketch of a gravestone that is made up of at least two of these shapes.

Draw a sketch of the gravestone of which you made a rubbing.

Data Sheet

Social History Cemetery Study

Names ____________________

____

Date ____________________

NAME OF DECEASED	BIRTH			DEATH			AGE	MALE	FEMALE	FAMILY PLOT	VETERAN	CHILDBIRTH	RELIGIOUS	TYPE OF MARKER							NOTES
	DAY	MONTH	YEAR	DAY	MONTH	YEAR								GRANITE	LIMESTONE	SANDSTONE	WOOD	SLAB	BLOCK	POST	

THE CEMETERY "A JOURNEY INTO THE PAST"

History is learned in many ways. Fossils, artifacts, ruins, and writings help us to learn about our past. We can learn about how pwople and life have changed from time to time through the study of a cemetery.

1800-1899 (19th Century)

FULL NAME	Year of Birth	Year of Death	AGE
Zaddock Smith	1830	1877	47
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

1900-1980 (20th Century)

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Group the ages of the people whose names have been recorded. During what age group did most people die? ______

What could be the possible reason for this?

______

______

______

0-10	____	51-60	____
11-20	____	61-70	____
21-30	____	71-80	____
31-40	____	81-90	____
41-50	____	91-100	____

GATHERING MORE INFORMATION

RESIDENTS FROM OTHER LANDS	
NAME	COUNTRY
1.	
2.	
3.	
4.	
5.	

OUR STONE TALLY		
STONE TYPE	TALLY	NO.
Granite		
Marble		
Limestone		
Cement		
Other		

EPITAPHS

(sayings in stone in memory of a dead person):

1. ______
2. ______
3. ______
4. ______
5. ______
6. ______
7. ______

ORGANIZING your results!

1. What was the name of the oldest person whose gravestone was found?

   ____

2. What was the name of the youngest person whose stone was found?

   ____

3. What was the name of a soldier whose grave was found?

   ____

   List below possible ways in which he might have died:

   a. ____

   b. ____

   c. ____

4. What kind of rock was most used for tombstones in the 1800's?

   ____________ What could have been the reason for its use?

   ____

5. What was the most unusual epitaph found? ______________

   ____

6. In what year did many of the deaths occur? _____ What could have been the reason for this? ______________________

   ____

7. List below some things to be remembered and done when visiting a cemetery.

   ____

   ____

   ____

   ____

SOURCE: Allan McDonald, Resource Teacher/Gifted, Dearborn Public Schools, 18700 Audette, Dearborn, MI 48124.
PERMISSION GRANTED.

SOCIAL STUDIES

Ideas for The Gifted and Talented, the handbook of the Scioto County School District, in Portsmouth, Ohio, has fourteen pages filled with intriguing ideas for gifted students in the social studies areas. The ones covering "Neighborhood, Community, Nation" are given below.

Neighborhood, Community, Nation

Our School

1) Interview the principal or a teacher to inquire about the history of the school. Take notes and write up a "history book" for the classroom library.

2) Write the "present history" of the school, covering physical plant, classes, teachers, items of special interest.

3) Talk with older brothers, sisters, or friends who attend other schools. Report or write brief resumes of their remarks about the most interesting aspects of junior or senior high school or college.

4) Find out from Mother and Father how the schools of today compare with the schools which they attended. (Do the same with grandparents, if possible.)

5) Work out with a group plans for making use of a school display board in the hall or lunchroom. Post pertinent notices and create seasonal decorations.

6) Produce neighborhood maps for use by new pupils. Show locations of school and new pupils' homes.

7) Read stories in old-time books, like the McGuffey series.

8) Find and tell stories about schools in other lands and times.

9) Keep graph-type records of own achievements in skill subjects.

10) Prepare news bulletins about the school's achievements in sports events, city campaigns, and the like.

Neighborhood Helpers and Workers

1) Illustrate original riddles, stories, and poems about the neighborhood workers to make a booklet for the library table.

2) Assume responsibility for developing a dramatization or a "play" TV program to present to another class about neighborhood workers. Work on scenery and properties. Do the commentary.

3) Devise ways to show appreciation for the services of neighborhood workers.

4) Prepare a "Who's Who" of neighborhood helpers.

5) Pretend to be a neighborhood worker and tell about personal responsibilities on the job.

6) Select a group of workers to study; e.g., food, clothing, or home repair workers.

7) Tell a story about one's favorite neighborhood store. Construct a play store like it in a large box.

Community Establishments

1) Visit various places of interest to see how they function. If visits are with parents, report the most interesting findings to class. If visits are made with the class, delve deeper into a study of the activities observed and prepare special reports.

2) Draw a map of the neighborhood showing the location of important establishments. Use arrows to indicate safe routes to these establishments. Append information about proper behavior in each place.

3) Get permission to contact neighborhood establishments to ask their cooperation in a school project; also, help to arrange for class or school cooperation in a community campaign.

4) Prepare word reference lists representative of various community establishments. Make the lists available for class use when writing records of visits, stories of workers, letters of inquiry or appreciation.

5) Borrow, label, and display materials from a neighborhood establishment.

Our City

1) Assume responsibility for keeping a "news map" for the class. Use colored pins on an enlarged city map to spotlight main city news stories.

2) Color wall panels to show the main products of Portsmouth industries; for example, Detroit Steel, OSCO, Goodyear Atomic, and N & W Railroad.

3) Make a United States map to show some sources of raw materials used by the Portsmouth area industries. Add symbols of trains, planes, trucks, and boats to show methods of transportation used to move raw materials to the city.

4) List and illustrate "Famous Firsts" in a booklet for the library table. Obtain information from the Chamber of Commerce, Convention Bureau, and encyclopedia. Include such items as first municipal fire department, first concrete bridge, one of the first professional football teams, and the like.

5) Talk over with parents city and county problems such as zoning and building inspection, and how these problems have affected one's own family.

6) Compile materials for a chart about workers. Place stars by titles of workers with whom there is personal acquaintance. Interview these workers about their part in making Scioto County a good place to live.

7) Find Portsmouth on a United States map and enumerate reasons why it has grown to be a city.

8) Consult the librarian for sources of local folklore; share some of the findings.

9) Make a "Guide Book to Points of Interest". Include museums, historical markers, outstanding industries; give directions for reaching spots by public or private transportation. Indicate "what to look for" on arrival. Present book to one's family.

10) Develop pictorial charts about community facilities and their dependence upon local and outside agencies. For example, in order to function properly, the city newspapers require assistance from the telephone exchange, radio stations, trucks, ink factories, paper mills, newsboys, and the like.

11) Mark on a large city map the location of establishments which are used by many people of the city.

Farm Life

1) Study different farms in and around Scioto County; e.g., truck gardening, dairy, fruit. Compare the different kinds of activities associated with their type.

2) Arrange a display board representation of farm and city playtime.

3) Draw pictures of inventions which have "modernized" farm life. Discuss the changes in occupation and recreation which the inventions have caused in farm life.

4) Interpret the influence which weather has upon the farmer and his work.

5) Make dioramas of orchard, field, vineyard, barnyard, and other farm scenes.

6) Examine a picture symbol map to find out which are the most important farm products in the Middle West.

7) Model farm animals. Prepare a report covering their contributions to man's food and clothing.

8) Cut pictures of farm machinery from advertisements in newspapers and old magazines. Write descriptive legends for them and post for class to examine.

Our State and Nation

1) Report on visits to interesting places in the county, state, and nation. Show pictures made about them.

2) Locate on a map the places where new pupils have come from. Ask them about their former homes; e.g., chief products, topography, urban or rural characteristics of the region.

3) Exhibit and label travel souvenirs. Develop some kind of code system to use for showing on a map the places where they were obtained.

4) Begin a collection from each of the fifty states. Use a United States map to star states represented in the collection. Invite friends to help with the collection by lending possessions or by supplying names of persons for correspondence.

5) Begin a scrapbook of postcards about interesting landmarks in American cities and states.

6) Pretend to be a "logger" or some other colorful worker; plan a monologue to share your "experiences".

SOURCE: Ideas for The Gifted and Talented, Scioto County School District, P. O. Box 830, Portsmouth, Ohio 45661. John D. Smith, Coordinator. PERMISSION GRANTED.

TRANSPORTATION AND COMMUNICATION

The able child usually has high interest both in the wonders of modern communication and land, air, and water travel, and also in the historical development of these media. Suggested activities follow:

Things That Go On Land

1) Report to the class on primitive methods of land travel and transportation.

2) Compile items on charts to show relative advantages and disadvantages of land, air, and water travel and transportation.

3) Sketch or find pictures of local bridges, viaducts, and tunnels. Explain their service to the community.

4) Model in clay or papier mache' the animals which man has used for land travel and transportation. Discuss reasons for choices; e.g., availability of animal, ease of training, physique, habits.

5) Collect and compare pictures of land vehicles using diesel, gasoline, and other types of engines.

6) Prepare a scrapbook of modes of land travel in other countries and in other times. Write captions for each illustration. Make a table of contents and a glossary for the scrapbook.

Air Travel

1) Report on new instruments that aid flight safety.

2) Compile an alphabetical list of words relating to air travel; define difficult words; use list for help during story writing about air travel.

3) Show pictures of types of new but familiar air vehicles by using an opaque projector. Answer questions about the pictures.

4) Make a picture gallery of famous aircraft inventors, famous pilots, and their planes. Give a "gallery talk" about them.

5) Interview an aviator. Write up the interview and post on the bulletin board.

6) Map out an imaginary air trip; plan an itinerary, with stops in important cities.

Boats and Harbors

1) Study boats around the world. On a large world globe or on paper disks to represent the world, paste small replicas of boats in their native waters.

2) Identify great boat builders and special types of boats with proper nations or peoples.

3) Use colored chalk on a wall mural to show the types of cargo and craft on the Ohio River today--and a century ago.

4) Construct models of main types of local bridges and interesting kinds used in other localities; include suspension, pier, draw cantilever, covered.

5) Read and inquire about our most famous local bridge--the U. S. Grant Bridge.

6) Determine why toll is paid on some bridges, not on others.

7) Collect information to use in making a bridge book for the library table. Include statistics on the oldest, highest, longest, bridges in America, for example.

8) Begin a notebook of pencil sketches of ships with brief explanatory legends for each. Include square rigger, tanker, liner.

9) Read to explain how ships can sail against the wind.

10) Make models for a "sea-o-rama" of famous sailors and their vessels; e.g., Noah, Sinbad, Marco Polo, Columbus, John Paul Jones, Admiral Perry, Admiral Dewey, Lord Nelson--and Popeye!

11) Find out about products carried on familiar lakes and rivers. Identify some as in daily use in homes and school, others of national consequence. (For instance, steel for the Golden Gate Bridge went down the Ohio River.)

12) Picture recreational activities afforded by lakes, streams, oceans.

13) Look up the history of canals. Trace their former routes on a city map.

14) Find pictures of famous canals, like the Panama, Suez, and Erie, in the news and in stories. Locate them on maps.

Communication

1) Read and share stories of adventures of early Americans who carried messages between settlements.

2) Plan dramatizations to highlight inventors' contributions to better communication; e.g., Bell, Morse, Field, Marconi, Cody, Edison, Franklin.

3) Learn simple common terms in several different languages; e.g., "mother," "goodbye," "friend," "baby," "love."

4) Study the history of our alphabet. Give a chalk talk on the subject.

5) Examine different types of maps and note their uses.

6) Check mail received at home by family for a month's period. Record types and number of pieces of each type. Include such categories as personal letters, business letters, greeting cards, advertisements, magazines.

SOURCE: Ideas for The Gifted and Talented, Scioto County School District, P. O. Box 830, Portsmouth, Ohio 45661. John D. Smith, Coordinator. PERMISSION GRANTED.

CROSS COUNTRY TREK

A SOCIAL STUDIES UNIT

I. COGNITIVE OBJECTIVES

A. Knowledge
  1. The student will identify the fifty states.
  2. The student will identify tourist sites in the United States.
  3. The student will identify various vehicles for travel.
  4. The student will identify various types of hotels/motels.

B. Comprehension
  1. The student will compute mileage.
  2. The student will compute miles per gallon.
  3. The student will brainstorm a list of items which a tourist might purchase or create to provide information about the sites he visits.
  4. The student will gather information about tourist sites.

C. Application
  1. The student will compute the cost of fuel per day of travel.
  2. The student will compute a schedule of trip events.
  3. The student will compile a daily budget including lodging, meals, fuel, and admittance costs.

D. Analysis
  1. The student will brainstorm steps involved in planning a trip.
  2. The student will look at films, books, and other materials to formulate an itinerary.
  3. The student will compare the mileage of various vehicles.
  4. The student will compare the comfort of various vehicles.

E. Synthesis
  1. The student will plot a trip across the United States, stopping at 15 sites, computing mileage and daily costs.
  2. The student will summarize his daily budgets into the final budget.
  3. The student will report on each tourist site through written and oral reports, photos, films, dioramas, etc.

F. Evaluation
  1. The student will select sites of interest to himself.
  2. The student will evaluate options regarding mileage, budget, and scheduling.
  3. The student will examine the various methods of presentation and choose those most suited to his learning style.
  4. The student will deal with emergency situations presented through incident cards.
  5. The student will evaluate his final itinerary and budget.

II. AFFECTIVE OBJECTIVES

A. Receiving
  1. The student will listen to group discussions involving tourist sites, scheduling, and budgets.
  2. The student will watch filmstrips and listen to tapes.

B. Receiving
  1. The student will participate in group discussions.
  2. The student will collect data about vehicle mileage, costs of meals and lodging, and tourist sites.

C. Valuing
  1. The student will respect the opinions of others.
  2. The student will justify his selections.
  3. The student will justify his schedule.
  4. The student will justify his budget.
  5. The student will make value selections.
  6. The student will understand the feelings of others.

D. Organization
  1. The student will establish criteria for selecting a vehicle.
  2. The student will establish criteria for creating a budget.
  3. The student will establish criteria for selecting sites to visit.
  4. The student will choose from a set of options, methods for reporting the knowledge he has gained.

E. Characterization
  1. The student will plot a cross-country trip including budget, itinerary, and reports.
  2. The student will discuss and explain his trip to others.

III. Resources

A. Reference Materials
B. Maps
C. Films
D. Television
E. People Who Have Traveled
F. Automobile Associations
G. Tourist Bureaus
H. Bus Company (such as Trailways or Greyhound)
I. Car Dealers
J. Restaurants
K. Service Stations

IV. PROCEDURE

A. Boundary Breakers
   1. What would a job as a tour guide be like?
   2. How does a car feel after a long trip through the desert,, the mountains, the woods, over a river?
   3. How does your luggage feel after a day in the trunk?
   4. If you were a writer for a travel magazine, where would you go?
   5. What would you consider in planning a trip for young children? teenagers? adults? elderly people?

B. Set Requirements
   1. The trip will extend from San Diego, California, to Bangor, Maine.
   2. The student will visit at least fifteen sites.
   3. The trip will take four weeks or less.
   4. The student will have $1300.00 to spend.

C. Brainstorm tourist sites.

D. Brainstorm methods of planning a trip.

E. Brainstorm methods tourists use to remember their trips.

F. Identify the fifty states on a map.

G. Discuss orienting the trip around a theme (i.e., historical, geological, scientific, etc.)
   Plan a sample trip around a theme.

H. Gather information about tourist sites.

I. Plot the trip day by day.
   1. Sites to visit
   2. Report on site
   3. Mileage
   4. Schedule
   5. Budget

J. One Incident Card will be drawn per week. The contents of the card will influence that day's plans.

K. The trip will be evaluated according to the criteria established.

L. The students will share their cross-country treks.

M. The students may construct a large U. S. map, placing papier mache models at appropriate points.

V. EVALUATION

The student will have visited and reported on fifteen sites, stayed within his mileage limit, and maintained a budget.

SOURCE: Patti Struck, Teacher of Gifted, Pass Christian Middle School, 315 Clark Street, Pass Christian, MS 39571.
PERMISSION GRANTED.

LAGNIAPPE

Art, Music, Physical Education

ART

FOR PRIMARY GRADES

Examples of types of studies or activities appropriate for use with gifted primary children in the area of Art include:

1. Expose students to art appreciation, using
   a. exhibits
   b. art in classroom
   c. speakers
   d. Educational Television programs (ETV)
2. Use speakers to demonstrate art techniques.
3. Display prints in classroom and learn about the artist(s).
4. Practice using various art techniques.
5. Do art activities as part of mini-studies in other subject areas.

ADAPTED FROM: Springboard Curriculum Guide, Grades 2-12. Ocean Springs School District Springboard Teachers of Program for the Gifted, P. O. Box 729, Ocean Springs, MS 39564. PERMISSION GRANTED.

ART

FOR INTERMEDIATE GRADES

Examples of types of studies or activities appropriate for use with gifted intermediate students in the area of Art are:

1. Exposure to different art mediums
   a. Field trips.
   b. Visitors.
2. Art used in learning centers work, independent study projects, and other presentations:
   a. painting
   b. designing
   c. papier mache
   d. paper craft
   e. salt dough decorations
   f. plaster craft
   g. slides
   h. posters
   i. photography
   j. clay modeling
   k. cartooning
3. View art exhibits (at museums, art shows, etc.)
   a. Look at famous art work and find out about artist's life.
   b. Ask such questions as
      1) What picture did you like best? Why?
      2) What do you think the artist might do if he did it over?
      3) Which do you think are realistic?
      4) Which do you think are expressionistic? Why?
4. Puppet-making.
5. Photography
   a. Learn to use Ektagraph machine.
   b. Produce a slide show.

ADAPTED FROM: Springboard Curriculum Guide, Grades 2-12. Ocean Springs School District Springboard Teachers of Program for the Gifted, P. O. Box 729, Ocean Springs, MS 39564. PERMISSION GRANTED.

ART EXPERIENCES

Activities of a general nature which are appropriate for use with gifted students in the area of Art would include:

1) Keep an art sketch-book of pictures of out-of-school activities.
2) Assume leadership in group art projects; e.g., planning a mural, making a three-dimensional diorama, constructing models.
3) Construct a backdrop for a class or school dramatic production.
4) Design original programs or bulletin covers for special occasions.
5) Initiate and make unique murals, mobiles, or other art forms which express individual interests for such places as school lunchroom, teachers' room, or veteran's hospital.
6) Lead a group in planning an attractive bulletin board or display board; e.g., mounting pictures, lettering signs, making a border.
7) Gather and display examples of gifts to make for mother, father, or some other family member. Demonstrate ways of constructing them.
8) Supply, select, or arrange art objects for a display case in the school, or for the office bulletin board.
9) Help other children with new or difficult processes; e.g., color techniques, papier mache' methods.
10) Make a picture dictionary of art words related to materials, principles, processes.
11) Write a rebus story drawing pictures for the nouns in the story.
12) Consult the school art teacher for information and help regarding an art project.
13) Consult the local librarian for interesting information about illustrators of children's books.
14) Illustrate original poems.
15) Make cartoons of the adventures of some imaginary character.
16) Do three-dimensional paper sculpture work.

17) Mount collections in new and attractive ways. Bring them to school to share with others.

18) Plan painting picnics or painting parties for an after-school hour. Invite children who are especially interested in art. Arrange to have a parent or older pupil help supervise.

19) Plan and organize an exchange art exhibit with children of another class or of another school.

20) Lead a class committee in planning and making room decorations for special occasions.

21) Finish brief word pictures with a drawing; e.g., "The little boy jumped over the box when his dog Spot - - - -."

22) Construct mobiles around themes of personal interest such as baseball, the zoo, birds, butterflies, sunny days.

23) Learn about the varying habits, customs, and art expressions of people in different times and different lands by studying appropriate pictures.

24) Create own storybook characters and make illustrations about them.

25) Prepare a class picture file on specified topics; e.g., collect illustrations of ways of painting animals; compare moods of several different pictures of the same subject--boats, for example.

26) Locate and report on examples of neighborhood beautification; e.g., a landscaping project, a particularly attractive window, a new construction or improvement.

27) Make art scrapbooks on specified topics; e.g., attractive rooms in houses, pretty gardens; art principles.

28) Discuss what to put on a poster to influence neighbors to come to a school activity such as a carnival. (Study a picture advertising something. Decide what in the picture influences customers to purchase the article.)

29) Design clothing and dress dolls for special occasions; e.g., for an Easter parade or for space travel, etc.

30) Make or collect pictures for an art scrapbook of items of personal interest; e.g., marine life; musical instruments; babies; trains.

Use of Varied Media

1) Observe and use different approaches in drawings; e.g., short and long lines; thick and thin lines; lines that cross and criss-cross.

2) Bring own discarded materials for making puppets, mobiles, stabiles, collages, and other art projects.

3) Experiment with crayon on different materials; e.g., cloth, corrugated paper, newspaper, sandpaper, tissue paper.

4) Mix dyes from vegetable and berry juices.

5) Mix colors to get varying tints and shades.

6) Discover how many values can be made by adding more and more water to black wash; experiment later with other colors.

7) Use the batik resist method of making designs on cloth. Apply light-colored wax crayons to the part of the cloth which is not to be dyed; then dye the cloth.

8) Use the tie-and-dye method of making color designs.

9) Work with chalk for drawing and designing. Apply chalk to paper wet with water or buttermilk for interesting results. (Prepare a fixative of paste thinned to a water-like consistency to preserve chalk drawings.)

10) Make geometric designs by using circles, squares, rectangles, and triangles.

11) Observe pictures and textiles to see how patterns are repeated.

12) Construct sculpture forms with kite sticks. Combine with string or yarn.

13) Design and construct playtime furniture from wooden crates and boxes.

14) Construct weaving looms of soda straws, boxes, and picture frames.

15) Explore creek beds for clay deposits; work with natural clay.

16) Visit the art room or another classroom to see a new process demonstrated.

17) Call a neighborhood ceramic center for information regarding individual or group visits to observe clay modeling and firing of a kiln.

18) Become familiar with and understand the meaning of new art vocabulary; e.g., bisque, kiln, sculpture, tint, shade.

19) Stitch a wall hanging to commemorate some class experience.

20) Prepare glass slides for slide projector use.

21) Produce pictures of class art activities for the opaque projector. Show the pictures to a P.T.A. group to suggest interesting leisure pursuits for the family or the children.

22) Make portraits of self, a classmate, or a famous personage using several different media; e.g., charcoal, water color, chalk, cut-paper.

Art Appreciation

1) Take trips to observe and discuss selected pictures and objects at a museum.

2) Gather information about outstanding art forms within the school and in the local neighborhood.

3) Visit a museum of natural history to observe art in nature forms.

4) Observe form and color in nature; e.g., soil, rocks, leaves, insects, rainbow, birds, etc.

5) Note the unique characteristics of the art forms of people of other times and places; e.g., totem poles and Kachina dolls of the Indians.

6) Arrange an exhibit of selected items of wearing apparel to point out the applications of art principles; e.g., good combinations of color and texture, design and utility, pattern and plain.

7) Observe the use of natural resources for artistic expression; e.g., the walls of the caves for illustrations; clay for pottery; reeds for baskets; sand for pictures; gourds for drinking cups; feathers for ceremonial costumes, etc.

SOURCE: *Ideas for The Gifted and Talented*, Scioto County School District, P. O. Box 830, Portsmouth, OH 45661. John D. Smith, Coordinator. PERMISSION GRANTED.

GLAD PRINTING

MATERIALS NEEDED:

(1) Light-colored work surface such as a Formica-covered table to make it easier to see colors blend.

(2) White construction paper--construction paper will absorb food coloring faster than other paper, giving better results.

(3) Food coloring--primary colors: red, yellow, blue.

(4) Glad Wrap; other brands of plastic wrap will not work (food coloring will "bead" on other plastic wraps).

PROCEDURE:

Tear a piece of Glad Wrap the approximate size of the piece of construction paper.

Lay paper flat on work surface.

Shake--don't squeeze-- a few drops of food coloring on to the Glad Wrap (if using plastic bottles)

Use 2 or 3 colors--more interesting!

Fold wrap in half (work in pairs since plastic wrap tends to stick to itself and wrinkles. A partner can help to keep it from wrinkling and sticking).

Use fingers to spread and blend colors (can see primary colors blend into secondary colors).

Partner helps reopen wrap.

Place construction paper on Glad Wrap design and press with hands.

Lift paper; throw Glad Wrap away.

Use imagination--see the pictures in the design.

SOME USES FOR THIS KIND OF ART FUN

In teaching secondary colors.

As story-starters in creative writing.

As backgrounds in illustrations.

For writing a story or poem.

MUSIC

FOR PRIMARY GRADES

Examples of types of studies or activities appropriate for use with gifted primary children in the area of music are:

1. Play music for students as background while working.
2. Listen to recordings of various styles of music.
3. Learn about some composers.
4. Educational Television programs (ETV).
5. Use music in conjunction with independent study presentations.
6. Movement--creative movement while listening to records.
    a. Use "Dance-a-Story" records.
    b. Use "Centering Book" activities.
7. Students demonstrate techniques learned in dancing classes.

ADAPTED FROM; Springboard Curriculum Guide, Grades 2-12. Ocean Springs School District Springboard Teachers of Program for the Gifted, P. O. Box 729, Ocean Springs, MS 39564. PERMISSION GRANTED.

MUSIC

FOR INTERMEDIATE GRADES

Examples of types of studies or activities appropriate for use with gifted intermediate students in the area of Music are:

1. Music appreciation
2. "Composer of the Month" Display
    a. Listen to music by that composer.
    b. Learn about him--his life and times.
3. Students make up stories about what a piece of music means to them.
4. Students make up songs and rhythms about something that interests them.
5. Compose poetry while listening to music.
6. Make up songs for plays.
7. Tape musical backgrounds for presentations in other areas.
8. Exposure to classical music
    a. Play background music for enjoyment.
    b. Research history of some composers

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MOVEMENT

FOR INTERMEDIATE GRADES

Examples of types of studies or activities appropriate for use with gifted intermediate students in the area of Movement are:

1. Use exercises and activities in resource books available, such as
    a. Scamper: Games for Imagination Development, by Robert Eberle
    b. The Other Side of the Elephant
    c. Secrets and Surprises, by Joe Wyman and Lorraine Plum
    d. The Centering Book.
2. Records with movement instructions
3. Creative Growth Games
4. Activities from Prize, CLUE (and other programs)
5. Observe rhythm, expression, and sounds of animals and portray movement.

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PHYSICAL EDUCATION

Like all children, able learners need much outdoor play and exercise. Usually a well-rounded physical education program planned for the entire class will neet the needs of the gifted and/or talented student as well. Most able pupils, research has shown, are good physical specimens--healthy, vigorous, strong, well-coordinated, alert. As with any other group, however, some may be below average in bodily development, particularly those who are young for their class in school; others may be outstanding in physical development and coordination, and in athletic skill.

The directed play program of schools, known as "physical education," abounds in situations that develop qualities of leadership, followership, and sportsmanship. However, the able learner will not rise to leadership by virtue of his own drive and ability alone; one cannot lead unless others will follow. Play is one of the most natural mediums through which children learn to get along with others.

The teacher needs to give special, individual attention to the pupil who is below expectancy in physical development and/or prowess, or immature, insecure, or unwholesomely aggressive in play activities. The teacher may need to give such a child extra turns--times to flex his muscles, enjoy group play, and find his status in it. Sometimes a classroom "big brother" or "big sister" may look after such a student to give him needed practice or necessary confidence. Sometimes a conference with parents is indicated to point out the need for family fun and neighborhood playmates to promote socialization, or additional opportunities for the use of play equipment to strengthen the body and refine coordination.

The student who exceeds his classmates in physical skills may use some of this ability to teach other children how to skip or dance; how to toss, kick, or catch; hop or jump rope; somersault or climb trees or playground equipment. Through his parents, the able student should also be encouraged to participate in community recreational and sports programs.

Suggested Activities

Depending on the child's age and maturity, the curricular area of physical education affords all kinds of compelling situations for "doing and learning." Some suggestions are:

1) Plan a novel party game for a special occasion.
2) Make games and scorebooks as gifts.
3) Devise simple containers for play equipment; e.g., a jacks or marbles bag, toy box, or decorated basket for ropes and balls.
4) Construct games; e.g., bean bag boards, ring toss standards table games.
5) Present a game learned at an after-school club, or seen on television.
6) Develop an entirely original story play.
7) Pantomime an experiential or emotional theme; e.g., "Sleepy Time," "Autumn Thoughts," "Happiness," "America."
8) Create indoor floor games for rainy days.
9) Illustrate wall panels about favorite games, dances, and sports.
10) Prepare a booklet of games for special purposes; e.g., a long auto ride; sick-a-bed; holiday in the park, vacation time.
11) Serve as chairman of a committee to plan a class play day.
12) Take notes during a class meeting on the discussion of ways to promote good sportsmanship during the noon recess. Summarize the ideas in an article to post on the bulletin board.
13) Produce a chart of directions and rules for playing a new game.
14) Write to a pen pal in another school to describe a favorite class game and to inquire about his room's favorite game.
15) Organize and serve as playing manager of a team for a short period. For example, a third-grader could divide the boys of the class into two teams for punch ball; select a "rival" manager; name his own team; assign field positions; set up batting order; provide a score card for recording runs.

16) Give reports about sports events witnessed over the weekend.

17) Examine a sports catalogue to make suggestions for purchasing play equipment with funds from P.T.A. attendance prizes.

18) Make a rough map of the school play area and point out some possibilities for improvements.

19) Read about the games of different nations. Select and teach a few of the games.

20) Look up the history of some famous games. Note and report on the common themes which run through some games from different nations.

21) Paint pictures of safe play and good sportsmanship.

22) Post clippings about famous local and national athletes.

23) Mark a calendar with the schedules for the home games of the Cincinnati Reds or the Cincinnati Bengals. (or the team of your choice)

24) Interview the intermediate-grade gym teacher about his/her training for his/her career.

25) Write news articles about classroom pals telling of their skill in sports and about their good sportsmanship.

26) Create a dance or rhythmic exercise to a recording of one's own. Perform for the class.

27) Teach a newly learned class game to several children who have been absent.

28) Invent a safe new mat stunt and name it. Invite classmates to try it.

29) Prepare a card file of interesting partner games for rainy-day indoor play. Make the file available to classmates.

30) Keep a record card or booklet on one's own accomplishments in physical skills; e.g., distance in broad jump, ball toss, or ball kick; accuracy in hitting a target; speed in running a selected distance.

31) Collect pictures for a scrapbook about children's play or popular sports. Write legends to interpret the illustrations.

32) Plan a family fun time. Include active and quiet games which would be suitable.

33) Demonstrate or explain the use of some new sports equipment; e.g., pogo stick; frogman flippers; or snorkel tube.

34) Make diagrammatic drawings of special fields required for some games; e.g., 4-square ball; kick ball; hopscotch. Use the drawings for improving the playing of the games.

35) Select favorite dance steps and develop a new dance by combining them into interesting patterns.

36) Conduct a tournament in marbles, jacks, checkers, hopscotch, O'Leary, or jump-rope, by:

Preparing a sign-up sheet for participants;

Arranging places, dates, and times for playing;

Drawing posters to advertise the tournament;

Providing a tournament play-sheet pairing players in the initial round;

Bracketing arrangements for two-by-two play, as play proceeds;

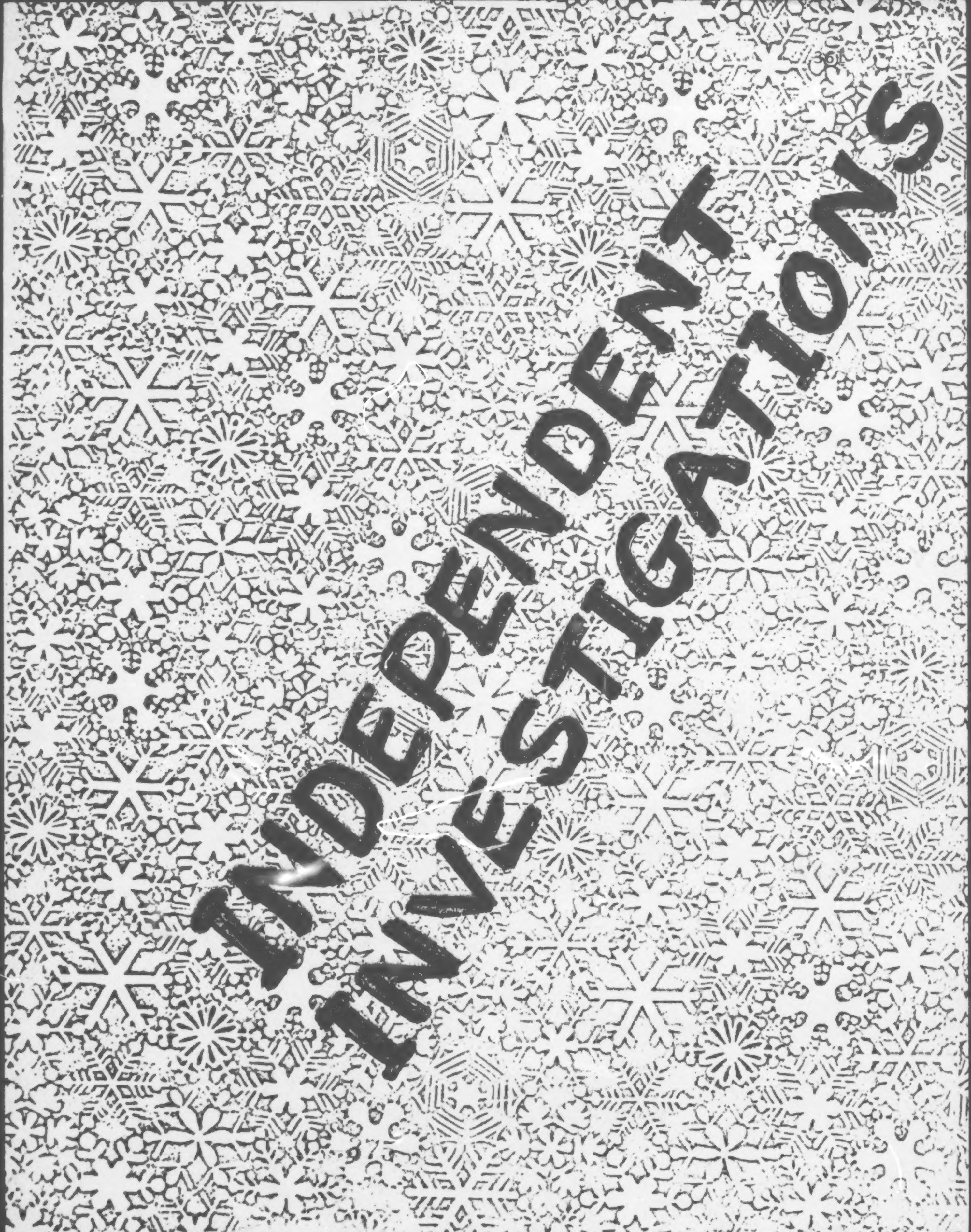
Making arrangements and announcements for winners to play off;

Honoring the final winner in some suitable but simple way.

SOURCE: Ideas for The Gifted and Talented, Scioto County School District, P. O. Box 830, Portsmouth, Ohio 45661. John D. Smith, Coordinator. PERMISSION GRANTED.

"We are an intelligent species and
the use of our intelligence quite
properly gives us pleasure. In this
respect the brain is like a muscle.
When we think well, we feel good.
Understanding is a kind of ectasy."
---Carl Sagan, in Broca's Brain:
Reflections on the Romance
of Science.

INDEPENDENT INVESTIGATIONS



It sometimes seems as if a student must wait until graduate school before he is allowed to carry out independent inquiry. It is true that in the modern world there are more and more things to learn, but if education consists merely of cramming these ideas into a receptive cortex, then through what miracle will the idea gatherer become an idea producer?

--James J. Gallagher,
Teaching the Gifted Child

Since learning is something that the pupil has to do for himself, the initiative lies with the learner. The teacher is the director who steers the boat, but the energy that propels it must come from those who are learning.

--John Dewey

RESEARCH

FOR PRIMARY GRADES

Examples of types of studies or activities appropriate for use with gifted primary children in the area of Research are:

1. Learning how to use Library (basics of Dewey Decimal System)
2. Introduce reference materials, such as Atlases, dictionaries, encyclopedias, Thesaurases, etc.
3. Research topics from units, stories, or personal interest items.
4. Become familiar with gathering information from first-hand sources, such as surveys, questionnaires, interviews.
5. Mini-studies from Center Stuff for Nooks, Crannies and Corners, by Imogene Forte and Joy Mackenzie.

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RESEARCH SKILLS
FOR INTERMEDIATE GRADES

Examples of types of studies or activities appropriate for use with gifted intermediate children in the area of Research Skills are:

1. Library investigation stressing library skills, packets, and demonstrations
    a. Use of reference skills
    b. Use of video equipment
    c. Use of audio equipment
    d. Use of microfilm machine
2. Research skills for independent study
    a. Choosing and narrowing a topic
    b. Making working outline
    c. Obtaining resource materials
    d. Recording references
    e. Reading and taking notes
    f. Writing report(s)
    g. Writing topic sentences
    h. Elaboration
    i. Summarizing
    j. Editing
    k. Main Ideas
    l. Collecting visuals
    m. Presenting research
    n. Bibliographies
3. Research skills from "Up Periscope"
    a. Historical
    b. Descriptive
    c. Developmental
    d. Case and field
    e. Correlational
    f. Causal comparative
    g. True experimental
    h. Quasi-experimental
    i. Action research

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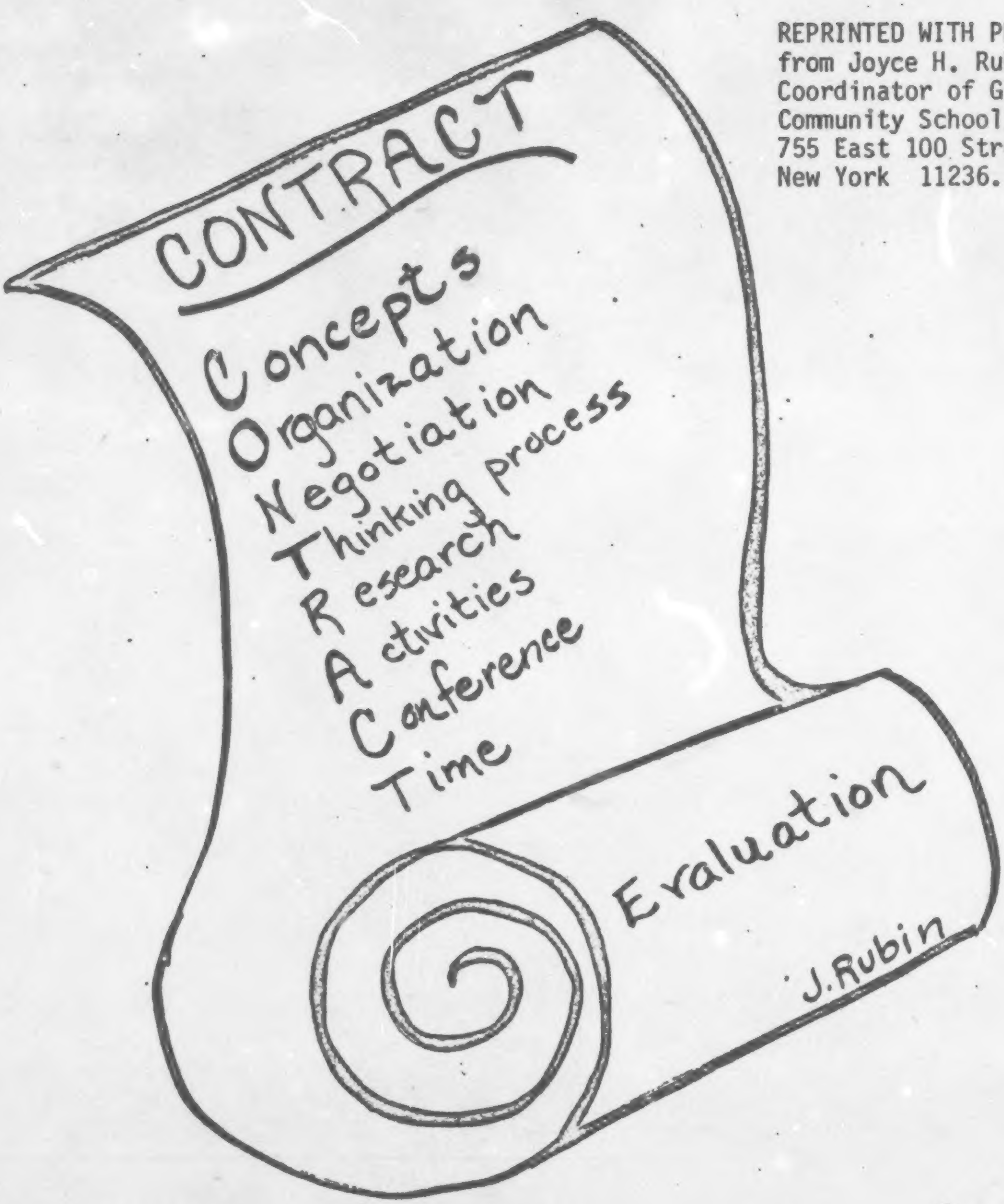

CONTRACT
Concepts
Organization
Negotiation
Thinking process
Research
Activities
Conference
Time
Evaluation
J. Rubin

"... the most important thing in living was
to reach out and touch perfection in
that which they most loved to do."

Jonathan Livingston Seagull
... Richard Bach

CHALLENGE
BOXES

CHALLENGE BOXES

Catherine Valentino, Director of Elementary Education, in North Kingston, Rhode Island, has written an "integrated curriculum in creative and productive thinking." "Challenge Boxes," or "CB's," is the name she gives to her program which she says is "designed to provide academically talented students in grades 3-8 with highly motivating experiences in creative and productive thinking."

The program is divided into three levels. Level I consists of seventy-five colorful boxes, each containing a problem to be solved, with activities appropriate for the regular classroom, the media center, or the resource room for academically talented or creative students. The problems focus on higher level thinking skills and activities which stress creativity in curriculum content areas. The program is "product-oriented and students may be required to invent a new item or to evaluate an object to improve its usual performance." Students may also be required to analyze data and to come to conclusions based on that analysis.

Level II activities involve group discussions with students who have successfully completed an individual box. "Listening and responding to the ideas of others is a major component of the CB Program." Level II activities are successful in both small homogeneous groups in a resource room or media center, and in the regular classroom, with all students having an opportunity to participate, according to Valentino.

Level III activities provide for intensive individial or small group study based on interest, as well as achievement in Level I. A major determining factor of level placement at each level is student performance.

Level III activities require, "for the most part, a trained, talented teacher who is committed to the individual differences labeled 'gifted'." They also provide opportunities for teachers and students "to create their own boxes on themes of individual interest and to share them throughout the school."

Descriptions of "The Boxes" and "The Unwritten Rules" are given on the next two pages. Following those are copies of Box #22, "Bubble Box"; #33, "Wonder Blob," with a student response by "Jim," a sixth-grader; and Box #60, "Mountains and Molehills."

SOURCE: Catherine Valentino, Director of Elementary Education, North Kingston School Department, 100 Fairway, North Kingston, Rhode Island 02852. PERMISSION GRANTED.

THE BOXES DESCRIPTIONS

The Advertisement:

The ad is a tool to motivate students or to interest them in a box. The appendix contains a list of all the ads which may be used by students to decide which box appeals to them. The ads may be typed and placed on the side of a box to attract attention. They may be used to create a bulletin board by copying them on brightly colored paper. One librarian made banners with the ads copied on them and hung them around the media center. The students could be enlisted to help in such an effort.

Student Instruction Cards:

Student instructions are listed in two places. First the manual has a copy of the card for the teacher's reference. There is also an actual card for each box which is included at the end of the section describing the boxes. These are to be cut out and rubber cemented to the inside cover of each box.

Mandatory Materials to Include in Box:

Included in this section is a list of the task cards which must be included in each box as well as a description of all materials which must be purchased. A more concise list is included as part of the appendix.

Other Helpful But Not Necessary Books and Materials:

(It means just what it says!)

THE UNWRITTEN RULES

1. A student may ask ANYONE in the world for information leading to the completion of a box EXCEPT his teacher and the librarian in his school.

2. Parents are enthusiastically invited to join in the fun and to get involved with a child's activity.

3. While there are three general levels of boxes (literal, creative, and theoretical), the boxes themselves are not colored or coded to indicate levels of difficulty. Students select boxes because of interest in the activity.

4. Boxes may be done in the regular classroom with an entire group of children by making extra copies of a student instruction card.

5. Students may work together on a box. They divide the credit for the box (one credit for each box) by the number of students working together.

6. Any student completing ten boxes (or another number decided on by the teacher) receives a "Certificate of Independent Study."

7. There is no recommended time limit for most of the boxes.

Box #22

BUBBLE BOX

Advertisement:

Lawrence Welk is forever blowing bubbles. You will be too if you can complete this box successfully!

Student Instruction Card:

Design a bubble machine using the materials in this box and any other materials which you may obtain. You may choose to have your machine judged in either of the following categories:

1. Quantity - The number of bubbles produced in a 30-second period.
2. Quality - The largest bubble produced in a 30-second period.

Mandatory Materials To Include In Box:

1. One large, heavy-duty balloon which is 6-8 inches across, deflated.
2. One 12-ounce container of soap bubbles.
3. Approximately twenty-four inches of 1" plastic tubing.

Other Helpful But Not Necessary Books and Materials:

None

Box #33

WONDER BLOB

Advertisement:

It's a bird! It's a plane! It's Wonder Blob! But what in the world is it? Only time will tell!

Student Instruction Card:

Three thousand years from now civilized beings on the planet Earth are excavating at the site of the ancient shoreline of the Atlantic Ocean when they discover the small oval object in this box. Since so little data is available concerning the primitive civilizations of the 1980's, their discovery is immediately hailed throughout the modern scientific community as a major find. After a period of intensive study, one of the Great Minds of the future makes a report to the world about the fragile beings who inhabited the earth at the end of the twentieth century.

You are that Great Mind of the future. Write a scientific report listing at least ten of your major findings about the ancient civilization based on the material in this box. (You must, of course, return this priceless artifact in perfect condition since it will be displayed in a place of highest honor.)

Mandatory Materials To Include In Box:

One Silly Putty egg.

Other Helpful But Not Necessary Books and Materials:

None

WONDER BLOB

Student Response:

I, the Great Mind of the Future, hereby claim that the blob I have discovered shows that the people of the 1980's were:

1. . . . an industrialized civilization. The blob is found to be combustible, proving that it was used as a fuel.
2. . . . non-conservationists. People in the 1980's must have run out of resources because they did not recycle. Investigation of the blob shows no evidence of reprocessing.
3. . . . non-ecological. Many of the disposable plastics (the blob is classified as a plastic petroleum product) create problems of garbage disposal.
4. . . . chemists. In order to mix the chemicals that produce the blob, the people of the late twentieth century must have achieved a great deal of sophistication in the field of chemistry.
5. . . . miners. The blob shows evidence of petroleum which geological records from that time indicate was found deep in the earth's crust.
6. . . . people who enjoyed amusements. The blob bounces and was probably a source of entertainment.
7. . . . a cooperative society. In order to produce or manufacture the blob, the people of the 1980's must have been involved in reciprocal services.
8. . . . a technological society. There were obviously standardized procedures for producing the blob.
9. . . . a creative society consisting of inventors. In order to produce the blob, these people were required to turn raw materials of simple form into complex materials.
10. . . . explorers and possibly seamen. Some of the materials in the blob were not available on the Atlantic coast. They either traveled to acquire this material or they traded with others.
11. . . . a society with a well-developed sense of humor. The blob was obviously planted by a member of the ancient civilization in an attempt to mislead a member of the future such as I. As is evident from my report, however, they were totally unsuccessful.

This concludes my report on the 1980's.

Jim
Grade 6

Box #60

MOUNTAINS AND MOLEHILLS

Advertisement:

Making mountains out of molehills or molehills out of mountains depends on your point of view. See if you can make "molehills" out of the "mountains" in this box.

Student Instruction Card:

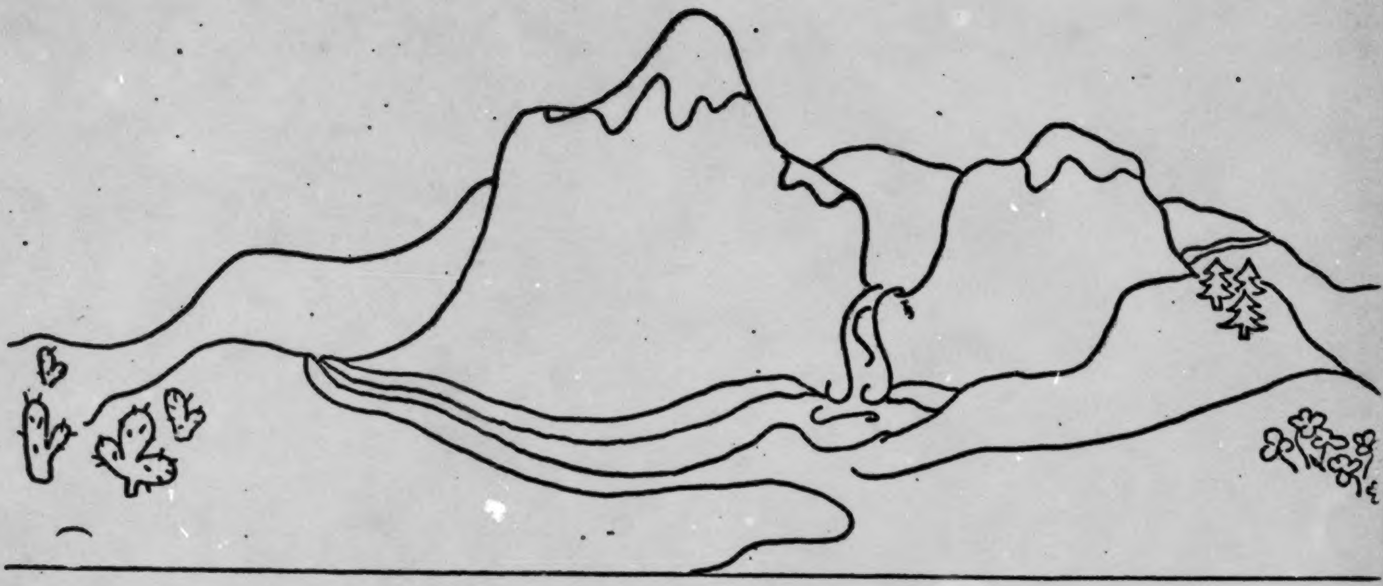
"Don't make mountains out of molehills"--or so the saying goes. The problems in this box are either overwhelming "mountains" or manageable "molehills", depending on who and where you are. Separate the problems in this box into piles--mountains or molehills. Describe on the back of each problem the reason(s) for your decision. Place each pile in its appropriate envelope.

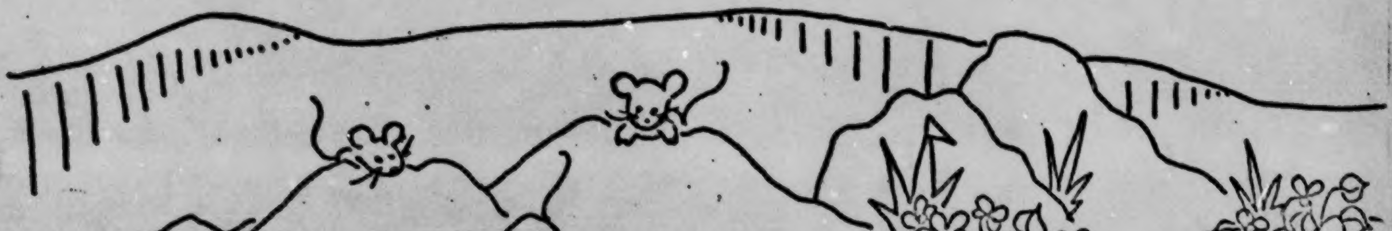
Mandatory Materials To Include In Box:

1. Two envelopes made from brightly colored paper (see attached patterns).
2. Eight "Problem" cards. (These cards are to be Xeroxed, cut up and placed in the box.)

Other Helpful, But Not Necessary Books and Materials:

None





You are a young girl--17 years old--living in the United States in 1833. You are graduating from high school and want to attend a co-educational college.

-1-

You are a Basque living in northern Spain, and you are migrating to the United States. Since your work is sheepherding, you are looking for similar employment in the United States.

-2-

The school party is tomorrow, and you promised to bake brownies. You start preparing the ingredients and you find you have no unsweetened chocolate. It is too late to buy some because all the stores are closed. You are going to use the brownie recipe anyway and substitute something for the unsweetened chocolate.

-3-

As a soldier with General George Washington at Valley Forge, Pennsylvania, in the winter of 1877, you are discouraged. The British have taken Philadelphia and many of your fellow soldiers are dying of smallpox. The supplies are inadequate and the weather is frigid. There is nothing to do to pass the time during the interminable winter. You miss your family in Rhode Island and want to write to them.

-4-

On December 5, 1945, in Fort Lauderdale, Florida, the control tower of the Naval Air Station receives a radio message from a training flight. They report an emergency. They cannot see land and are not sure of their position. The plane vanishes. This same area today has been nicknamed the "Bermuda Triangle." You are on a flight from Florida to Bermuda and will be forced to fly directly over the "Triangle."

-5-

Your friend arrives at your house excited. She has a new moped and asks if you would like to try it. While you are riding, you fall and scratch the bike. When you return and explain what happened, she laughs and says, "Don't worry." You then discover that it isn't her moped, but that she took it without permission from a neighbor.

-6-

The Emancipation Proclamation of 1863 declared slaves free in the Confederate States. You are living as a slave in the South and you want to leave your master and start your own farm.

-7-

You are on a cross-country automobile race from Albany, New York, to San Francisco, California. You are estimating a total of 12 days to complete the trip. You have $60.00 in cash. The year is 1907.

-8-

Sample titles of some of the other "Boxes" of the seventy-six "CB's" comprising the Level I Program are:

No.	Name of Box	Curriculum Area Focus
9	Mexican Whistle	Art; Mathematics
10	Scavenger Hunt	Reference Skills
24	UFO	Science; Language Arts
31	The Quicker-Picker-Upper	Science
43	Signs of the Times	Social Studies
54	A Meeting of the Minds	Social Studies; Art; Language Arts

For further information, write to:

Mrs. Catherine Valention
Director of Elementary Education
North Kingston School Department
100 Fairway
North Kingston, Rhode Island 02852

Home Address:

Estelle Drive
West Kingston, Rhode Island 02892

LEARNING CENTERS

One favorite learning activity of Rita Warnock and her gifted students during the 1980-'81 school year was a Display Board called "Eye Openers." It is a learning center with three sections and the questions posted are changed weekly.

One section is called "In the News." A picture of a person or an important question in the current news is displayed. Students search newspapers and news magazines for the event and/or answer, and students and teacher discuss it in their "circle."

In another section, called "Fossil Facts," the children are asked unique questions that trace our culture from Sumerian civilization to the Crusades. Sutdents research a question and file the question and answer in a file box. By year's end they have collected major events of our cultural past.

The third section, "That's Incredible," has questions on science oddities or phenomena, such as "Why Leaves Turn Colors in Fall," etc.

The questions Warnock used for this Learning Center are given below and on the following pages, along with a sketch of the Display Board.

- - - - - - -

IN THE NEWS

The following persons were used "In the News" for the school year 1980-'81. Students were to identify the picture and tell why the person or article was in the news. Current people in the news should be used.

1. Richard Queens
2. Edward Koch, Mayor of New York
3. John Anderson
4. "Chip" Carter
5. Edmund Muskie
6. George Bush
7. Question: "What are the conditions for release of the hostages in Iran? Do you think we should agree to these conditions? Why or why not?
8. Mississippi State football coach
9. Artist Marie Hull

(This is a sampling. All persons used are not listed.)

FOSSIL FACTS

Questions that were used in the Learning Center, "Eye Openers":

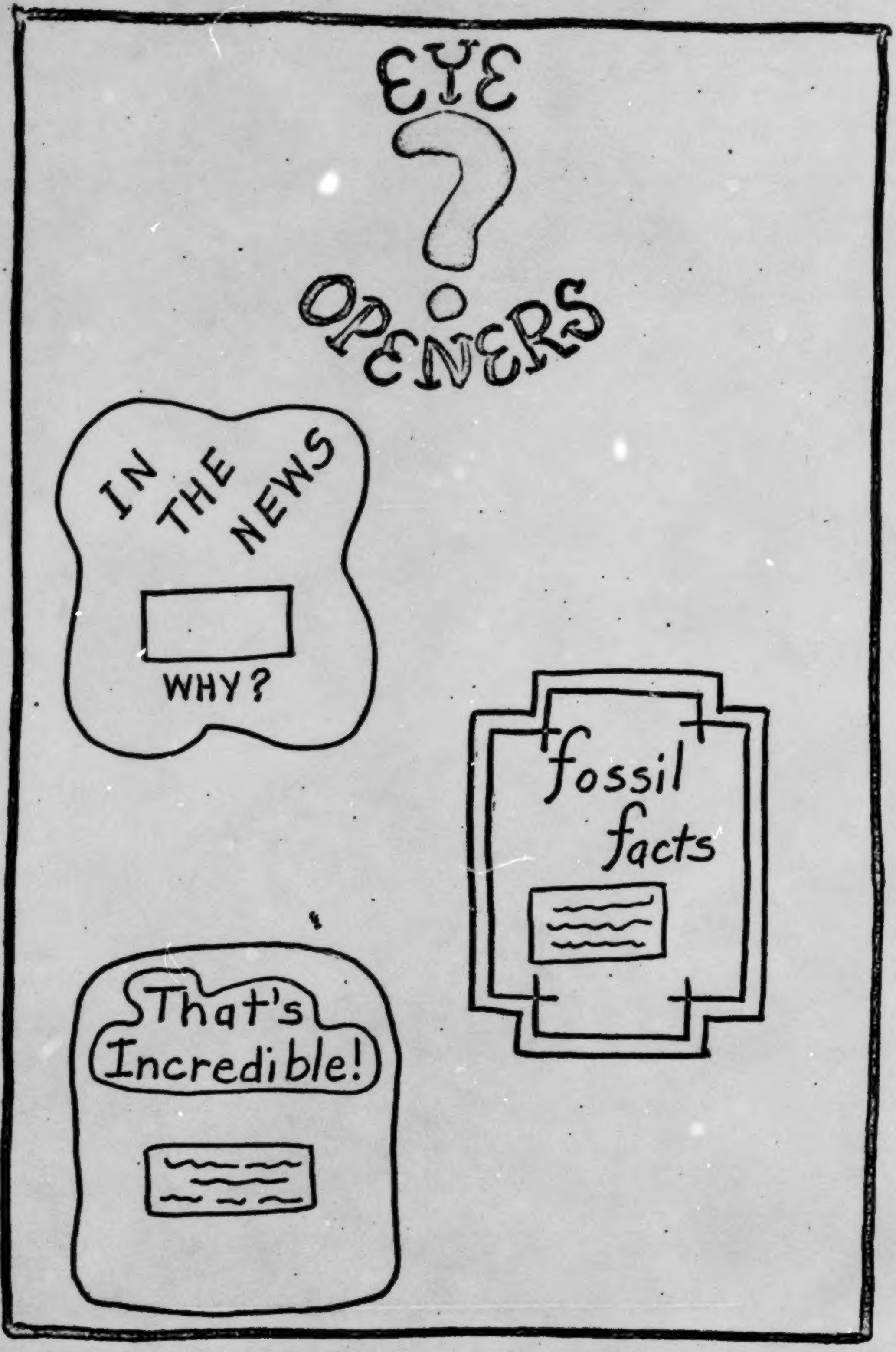
1. What is the earliest civilization we have on record?
2. What was the written language of the Sumerians and why was it called that name?
3. Name two means of transportation used by the Sumerians; what was their greatest mechanical invention?
4. What was the earliest civilization in the Nile Valley; how was it governed?
5. Where is the Persian Gulf? Why is it important to the United States?
6. The Great Pyramid--Where is it? When was it built? What tools were used for building it?
7. Why was the discovery of the Rosetta Stone important?
8. Why did the Egyptians make mummies?
9. Egyptians devised a solar calendar for mankind. How was the year divided?
10. Explain the Greek city-state form of government.
11. Explain the religion of the Greeks. Who were their gods? (Main god and his family)
12. What is the Hippocratic Oath?
13. Who were the Gladiators? Where did they live and what did they do?
14. Name one example of Roman literature, listing author and work.
15. Name three factors that contributed to the fall of the Roman Empire.
16. It seemed as though Europe went to sleep during the Middle Ages. Why is this so?
17. Explain the feudal system.
18. Who was Charlemagne? List at least two of his accomplishments.
19. What peasant girl saved France from becoming a part of England?
20. Explain the meaning and the purpose of the Crusades. Name one leader of the Crusades.
21. Why was the Renaissance called "a time of awakening or new birth"?
22. What is the significance of the Rock of Gibraltar? Where is it?
23. List one writer, artist, and scientist of the Renaissance Period.
24. Discuss two leaders of the Reformation Movement; what did each protest?

THAT'S INCREDIBLE

Questions that were used in the Learning Center, "Eye Openers":

1. How does a firefly make its light?
2. What makes you totally different from anyone else in the world?
3. Why doesn't it hurt when you cut your nails or hair?
4. Are sponges plants or animals?
5. Why do barbershops have red and white poles?
6. How is chewing gum made?
7. Why do leaves turn colors in the fall?
8. What makes a neon light glow?
9. Is the bald eagle "bald"? Why does or does he not appear bald?
10. What makes a boomerang return?
11. Why is the evergreen tree green year round?
12. Can a toad or frog give you warts?
13. What is "dry" ice?
14. What is the most common disease in the world today?
15. How does a magnet attract metal?
16. How can a helicopter hover?
17. What causes a tornado?
18. What is the most popular breed of dog in America?
19. When was cloth first made?
20. What do the numbers in a Zip Code mean?
21. How did the Liberty Bell get its crack?
22. Was Uncle Sam a real person? Who was he?
23. Press Secretary James Brady was shot in the frontal lobe of the brain. What is controlled by this section of the brain? How will it affect Mr. Brady?
24. When was the income tax adopted for the United States? How did it become law?

SOURCE: Rita Warnock, Teacher of the Gifted, Pearl Municipal Separate School District, 180 Mary Ann Drive, P. O. Box 5750, Pearl, MS 39208. PERMISSION GRANTED.


EYE
?
OPENERS
IN THE NEWS
WHY?
fossil facts
That's Incredible!

Items on Learning Center are changed weekly.

IN THE NEWS

Photograph of someone in local, state, national or world new within the past week. Answer is written on card and placed in bo beside display board.

FOSSIL FACTS

Historical questions tracing the major events of world history. Filed in file box.

THAT'S INCREDIBLE

Questions dealing with interesting phenomena of science and history. Filed in file box.

Several pages from the LIFE SKILLS READING learning center entitled "Chocolate Coated Reading" are reprinted on the following pages, with permission granted from Henry C. Goldenberg, President and Founder, Enrich, Inc., 760 Kifer Road, Sunnyvale, California 94086, (408) 733-5850.

For additional information, write or telephone:

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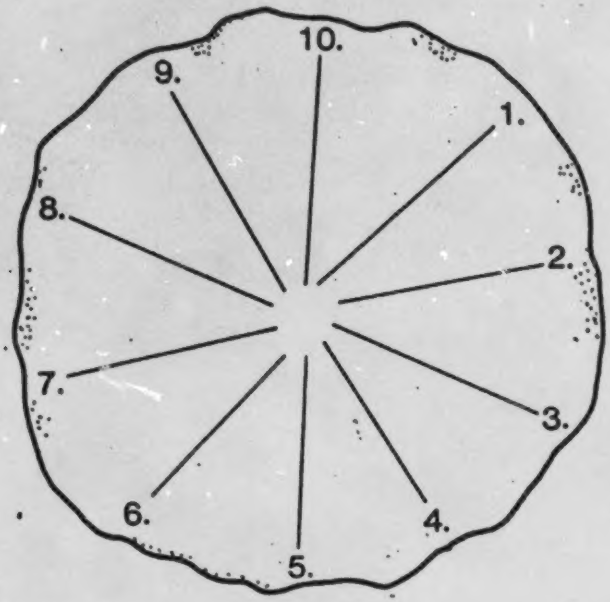
(408) 733-5850

Mini Chips

See if you can make ten words on the cookie. You may use the letters from the following words in any order:

HERSHEY'S CHOCOLATE CHIP COOKIES



Nutrition Information

Decode the sentences using this code.

Code Box

A - 1	G - 7	M - 13	S - 19	Y - 25
B - 2	H - 8	N - 14	T - 20	Z - 26
C - 3	I - 9	O - 15	U - 21	
D - 4	J - 10	P - 16	V - 22	
E - 5	K - 11	Q - 17	W - 23	
F - 6	L - 12	R - 18	X - 24	

1\.
7 15 15 4 14 21 20 18 9 20 9 15 14 3 15 13 5 19 6 18 15 13 1

____ ____ ____ ____ ____

2 1 12 1 14 3 5 4 4 9 5 20

____ ____.

2\.
14 5 1 18 12 25 1 12 12 8 5 18 19 8 5 25 3 8 15 3 15 12 1 20 5

____ ____ ____ ____

3 15 13 16 1 14 25 16 18 15 4 21 3 20 19 8 1 22 5

____ ____ ____

14 21 20 18 9 20 9 15 14 9 14 6 15 18 13 1 20 9 15 14

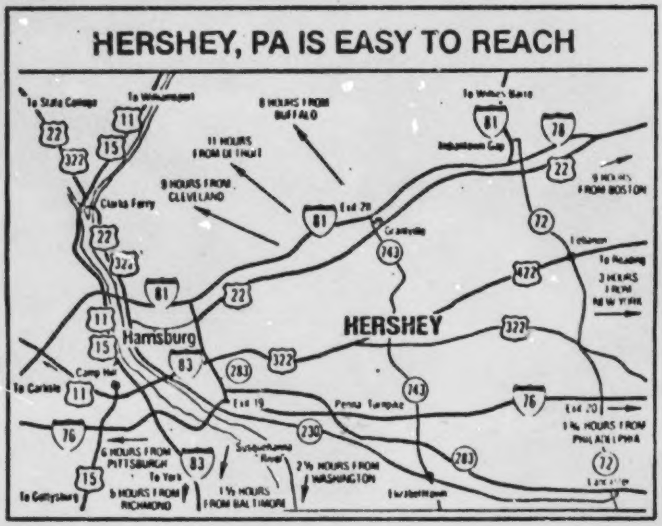
____ ____

16 18 9 14 20 5 4 15 14 20 8 5 9 18 12 1 2 5 12 19

____ ____ ____ ____.

PLAN A TRIP

After you complete all of the Reading Centers, plan your own trip to Hershey, PA. Refer to this map and answer the questions.



HERSHEY, PA IS EASY TO REACH

To State College
To Williamsport
8 HOURS FROM BUFFALO
To Wilkes Barre
11 HOURS FROM DETROIT
9 HOURS FROM CLEVELAND
Indiantown Gap
9 HOURS FROM BOSTON
Clarks Ferry
Exit 28
Grantville
Lebanon
To Reading
3 HOURS FROM NEW YORK
HERSHEY
Harrisburg
Camp Hill
To Carlisle
Exit 19
Penna Turnpike
Exit 20
1¾ HOURS FROM PHILADELPHIA
Lancaster
Susquehanna River
6 HOURS FROM PITTSBURGH
To York
To Gettysburg
5 HOURS FROM RICHMOND
1½ HOURS FROM BALTIMORE
2½ HOURS FROM WASHINGTON
Elizabethtown
22
322
11
15
81
78
72
422
83
283
743
76
230

1. How many hours is it from Hershey to:

a. Cleveland______ f. Philadelphia______

b. Detroit______ g. Washington______

c. Buffalo______ h. Baltimore______

d. Boston______ i. Richmond______

e. New York______ j. Pittsburgh______

2. If you started in Harrisburg, what main routes would you take to Hershey?

____

3. If you were going east along Route 81, which exit would you take to Hershey?

____

4. What turnpike is east and west of Route 743?______________________

What is the number of that route?______________________

5. Going east from Hershey, which of two routes could you follow?______________

6. Three people left home at the same time to go to Hershey. One was from Baltimore, another from Philadelphia, and the third from Washington. Who arrived first? ______________

Second?______________ Last?______________

7. If a person from Cleveland wanted to meet a person from Boston at 5 p.m. in Hershey, what time would they each have to leave home?

____

8. Averaging 50 miles per hour traveling speed, how many miles is it from Hershey to New York, according to this map?

____

9. Alphabetize the cities listed in Question 1. Find them on the map and circle them.

______________ ______________ ______________ ______________

______________ ______________ ______________

______________ ______________ ______________

10. Divide the following words into syllables.

a. Buffalo
b. river
c. Williamsport
d. Indiantown
e. turnpike
f. hours
g. Carlisle
h. Lebanon
i. Susquehanna
j. college
k. Pittsburgh
l. exit

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SPECIAL PROJECTS

As you complete a Reading Center, you may choose, or will be assigned, one of the Special Projects. Complete the work on another sheet of paper.

Hershey's Instant

☐ 1. Look through newspapers and magazines for discount coupons and advertisements on chocolate products. Make a montage.
☐ 2. Draw a map of the world. Trace the chocolate route from America to Spain. Put a star by Mexico, England, and Switzerland to note their importance to the history of chocolate.
☐ 3. Use the encyclopedia to research the history of chocolate. Write a report.
☐ 4. Make some hot chocolate and open a "chocolate house" for an afternoon. Make a poster or write a jingle advertising your chocolate house.
☐ 5. Present a brief play about the history of chocolate.

Chocolate and Cocoa Products

☐ 1. Visit a grocery store and list the prices of the different sizes of Hershey's Chocolate Flavored Syrup. Which is the most economical per ounce?
☐ 2. Copy the recipe for your favorite chocolate dessert or candy. Write a commercial about it.
☐ 3. Read the packaging for Hershey's Instant and Hershey's Cocoa. Explain the advantages of each.
☐ 4. Write a newspaper story about the most versatile type of chocolate or cocoa to have in the kitchen.
☐ 5. Make a display of as many types of chocolate and cocoa products as you have at home. Explain their uses.

Manufacturing and Processing

☐ 1. Find Hershey, Pennsylvania, Oakdale, California, and Smith Falls, Ontario on an atlas. Approximately how far is each city from your home?
☐ 2. Research the cocoa bean or beet and cane sugar and make a report.
☐ 3. Read about chocolate processing in the encyclopedia. Draw a poster to explain the conching process.
☐ 4. After checking the atlas, list the southern states and the southwestern states.
☐ 5. Make a bulletin board display of different Hershey candy bars, showing their birthdates.

Mini Chips

☐ 1. Make one of the recipes listed on the Hershey's Mini Chip package. Explain how it tastes.
☐ 2. Take a survey of your classmates to find out their favorite kinds of cookies. Make a graph showing the results.
☐ 3. Go to three different grocery stores and compare the sizes and costs of the different Hershey's Mini Chip packages. Make a report.
☐ 4. The symbol Ⓤ appears on the Hershey's Mini Chip package. This means "Kosher". Look up the term "Kosher" in the dictionary and/or encyclopedia and explain its meaning and how it applies to the Mini Chips.
☐ 5. Look in the cereal section at the grocery store for granola. Do all granola cereals have the same ingredients? Give a report on the contents of various brands.

Nutrition Information

☐ 1. Make a poster emphasizing a well-balanced diet and the basic food groups.
☐ 2. Check the packaging of the snack items you have at home. Write down the nutritional content of three different items.
☐ 3. Compare the nutrition information on four different candy bars. Make a report.
☐ 4. Collect a variety of candy bar wrappers. Note the cost of each. Which is least expensive per ounce?
☐ 5. Keep a record of the kinds and amounts of foods you eat for three days. Is yours a well-balanced diet?

After completion of all Reading Centers, write a letter requesting "The Story of Chocolate and Cocoa" and "Nutrition Information From Hershey Foods Corp." Send your request to Chocolate World, Dept. EN, Park Blvd., Hershey, PA 17033.

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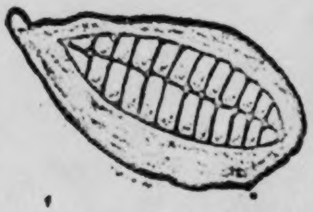
Manufacturing and Processing

THE HERSHEY CHOCOLATE COMPANY, a division of Hershey Foods Corporation is the largest domestic producer of chocolate and cocoa. Plants in Hershey, Pennsylvania; Oakdale, California; and Smith Falls, Ontario, Canada, employ over 5,000 people. The main facility in Hershey is the largest of its kind in the world.

Hershey's products can be divided into two major categories: confectionery items such as Hershey Bars, Kisses and Reese's Peanut Butter Cups, and grocery products such as Cocoa, Syrup, and Baking Chips.

THE RAW MATERIALS. The unique quality and flavor of Hershey's products are the results of skillfully blending several basic foods. Among these are cocoa beans, milk, sugar, almonds and peanuts.

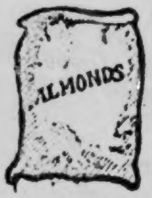


Cocoa beans, key to the flavor of chocolate, are grown in the tropics and shipped to Hershey, Oakdale and Canada for storage until needed. The main storage facility in Hershey has a capacity of more than 90 million pounds —enough for about five and one half billion Hershey Bars.

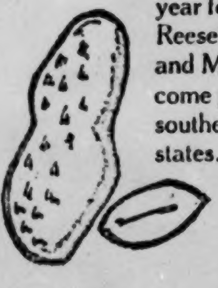
Fresh whole milk is vital to Hershey. Milk is purchased daily from more than 1,000 farms in the vicinity of Hershey's plants. It is shipped directly to those plants in bulk tankers. The Hershey storage silos have a capacity of more than 150,000 gallons. Every day, Hershey uses 1-1½ million pounds of fresh milk, enough to supply all the people in a city the size of Salt Lake City.

Sugar is another important raw material. In the East, most of the sugar is obtained through cane refineries in Philadelphia. The Oakdale Plant uses both beet and cane sugar processed in California.

Almonds. Hershey is the largest single user of almonds in America. All the almonds Hershey uses are grown in California.



Peanuts. Hershey uses many tons of peanuts every year for such favorites as Reese's Peanut Butter Cups and Mr. Goodbar. Peanuts come primarily from the southern and southwestern states.



BIRTHDATES OF THESE AMERICAN FAVORITES:

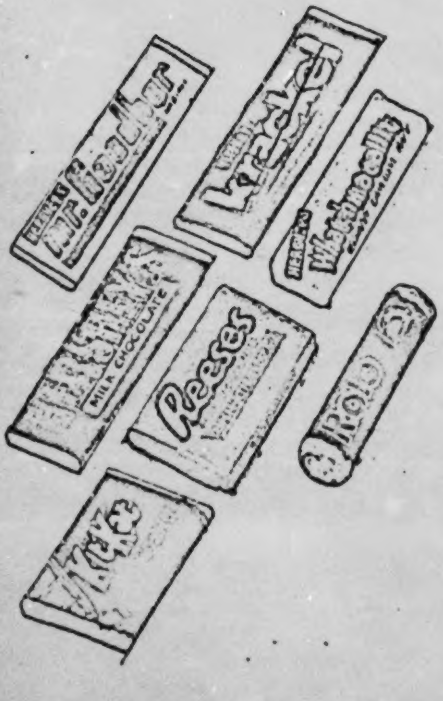
1894	The Hershey Bar and Almond Bar. Hershey's Cocoa. Hershey's Bakin Chocolate.
1907	Hershey's Kisses
1923	Reese's Peanut Butter Cups
1925	Mr. Goodbar
1926	Hershey's Syrup
1938	Krackel
1939	Hershey's Miniatures
1940	Hershey's Hot Chocolate (now Hot Cocoa Mix)
1941	Dainties (now Chocolate Chips)
1952	Chocolate Fudge Topping
1956	Instant Cocoa Mix (now Hershey's Instant)
1970	Kit Kat
1971	Special Dark
1972	Mini Chips
1976	Reese's Crunchy
1977	Reese's Peanut Butter Flavored Chips
1977	Golden Almond
1978	Hershey's Giant Kiss
1979	Hershey's Syrup Bottle
1979	Whatchamacallit

IT TAKES 4-5 DAYS TO MANUFACTURE A CANDY BAR!

All chocolate and cocoa products start with cocoa beans produced in the "cocoa belt" circling the earth within about 1,400 miles north and south of the equator.

The variety of cocoa beans, how they are roasted, how they are processed and the other ingredients with which they are combined — all determine the nature and quality of the end product. Chocolate and cocoa differ mainly in the amount of cocoa butter they contain. Cocoa is chocolate with most of the cocoa butter removed.

The delicate flavor of any chocolate product depends to a large extent on conching, a kneading-grinding-mixing action which takes place in huge machines equipped with heavy granite rollers. A high degree of flavor-refinement is obtainable by varying the duration of the conching process, as well as the amount of agitation, aeration, and the generation of heat. Hershey's milk chocolate is conched for up to three days.



QUESTIONS

1. After reading this material, complete the following on a separate sheet of paper.

Where are the Hershey plants located? How many people are employed? Describe the size of the largest Hershey facility.

2. What are the two major categories of Hershey products? Give three examples of each.

3. The unique quality and flavor of Hershey's products are the result of what? List the basic foods in alphabetical order.

4. If you had 90 million pounds of cocoa beans, how many Hershey Bars could you make? How long would it take to manufacture one bar?

5. How many farms supply Hershey with milk each day? How is the milk shipped? How much can be stored?

6. Where does Hershey get cocoa beans? Almonds? Sugar? Peanuts?

7. What four things determine the nature and quality of the end chocolate product? What is the main difference between cocoa and chocolate?

8. What is conching? How long does it take?

9. List the Hershey products that were developed before 1954. After 1954. Have changed names.

10. Find the opposites of the following in the reading material.

a. cooked
b. multiple
c. same
d. stale
e. part
f. foreign
g. stop
h. without
i. northern
j. beginning
k. strong
l. few

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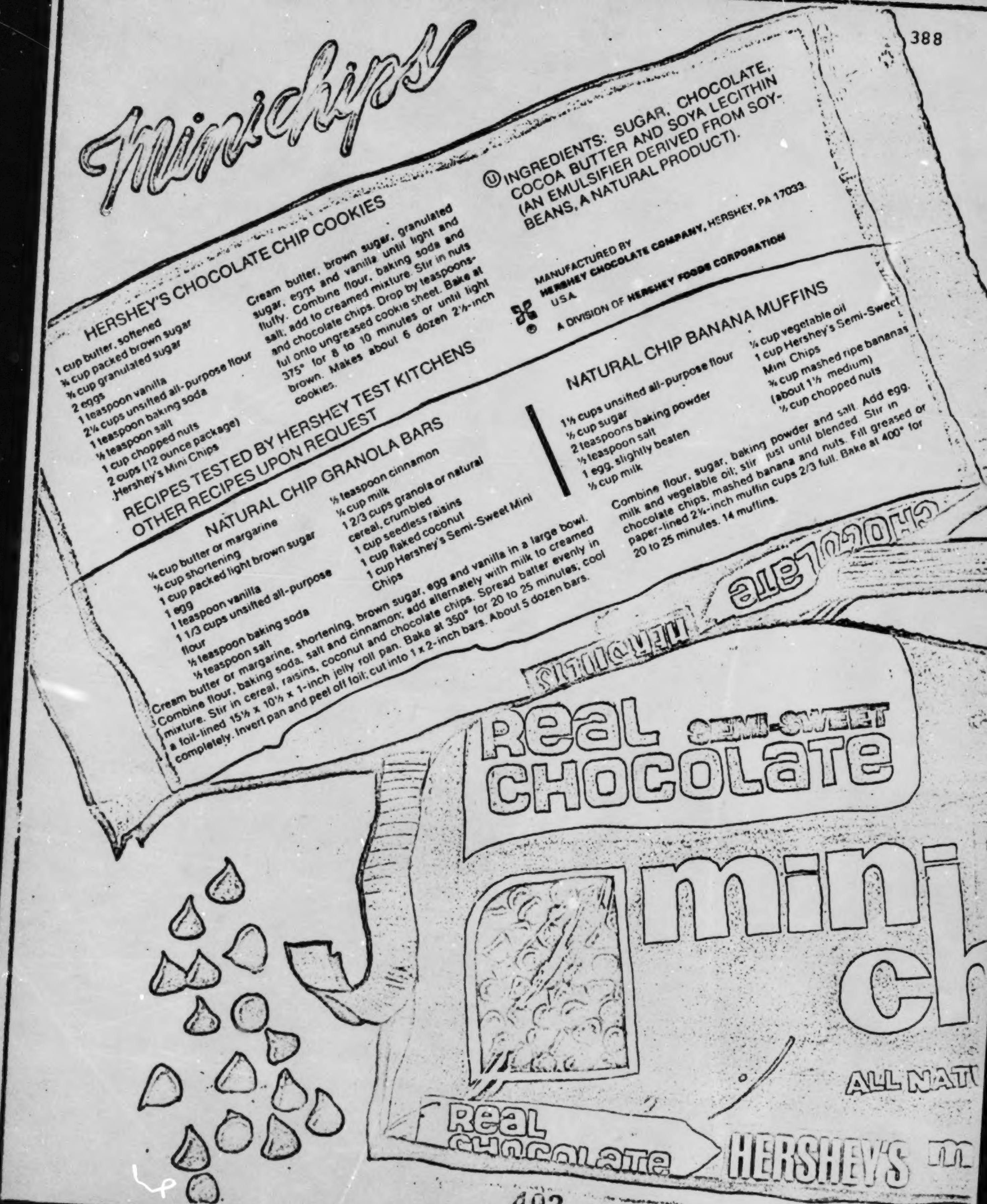


INGREDIENTS: SUGAR, CHOCOLATE, COCOA BUTTER AND SOYA LECITHIN (AN EMULSIFIER DERIVED FROM SOYBEANS, A NATURAL PRODUCT).

MANUFACTURED BY
HERSHEY CHOCOLATE COMPANY, HERSHEY, PA 17033,
USA
A DIVISION OF **HERSHEY FOODS CORPORATION**

HERSHEY'S CHOCOLATE CHIP COOKIES

1 cup butter, softened
¾ cup packed brown sugar
¾ cup granulated sugar
2 eggs
1 teaspoon vanilla
2¼ cups unsifted all-purpose flour
1 teaspoon baking soda
1 teaspoon salt
½ teaspoon salt
1 cup chopped nuts
2 cups (12 ounce package) Hershey's Mini Chips

Cream butter, brown sugar, granulated sugar, eggs and vanilla until light and fluffy. Combine flour, baking soda and salt; add to creamed mixture. Stir in nuts and chocolate chips. Drop by teaspoonsful onto ungreased cookie sheet. Bake at 375° for 8 to 10 minutes or until light brown. Makes about 6 dozen 2¼-inch cookies.

RECIPES TESTED BY HERSHEY TEST KITCHENS
OTHER RECIPES UPON REQUEST

NATURAL CHIP GRANOLA BARS

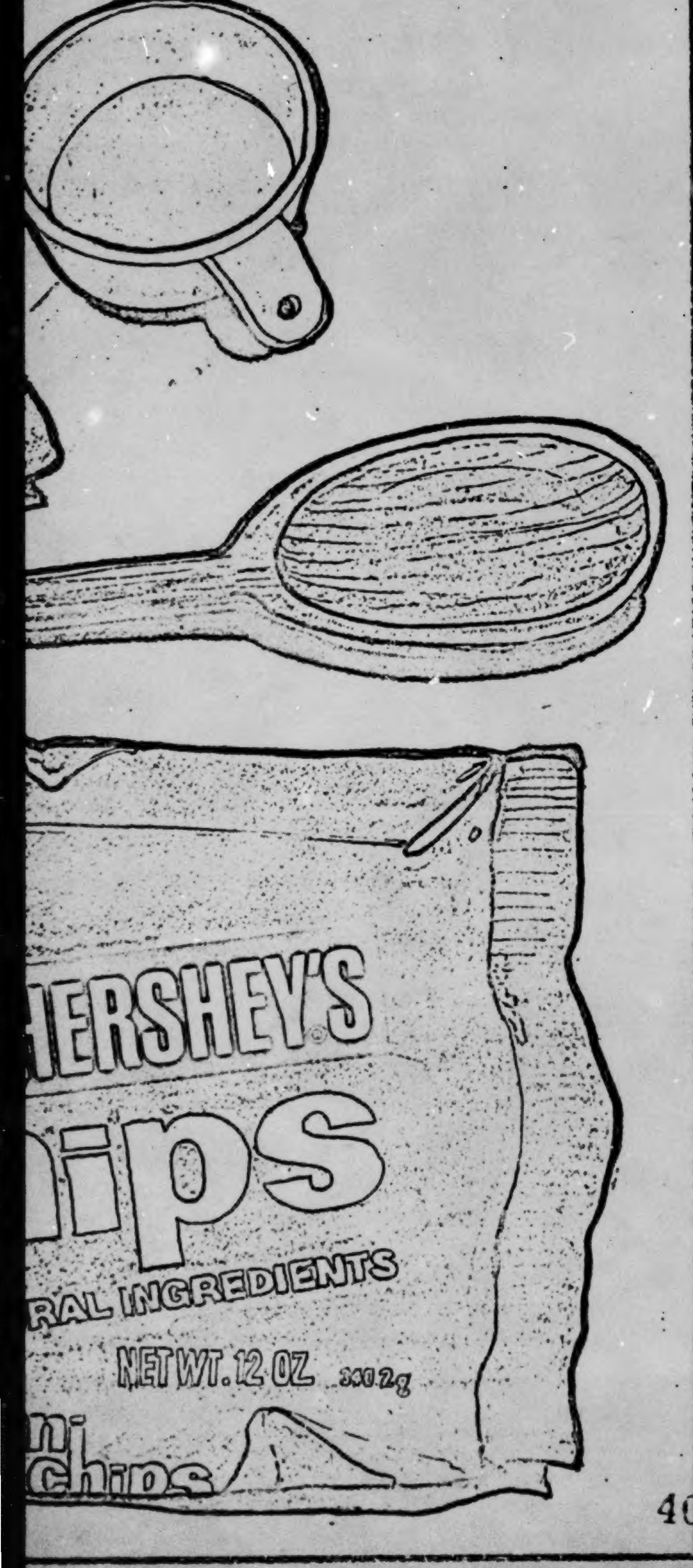
¼ cup butter or margarine
¼ cup shortening
1 cup packed light brown sugar
1 egg
1 teaspoon vanilla
1 1/3 cups unsifted all-purpose flour
½ teaspoon baking soda
½ teaspoon salt
½ teaspoon cinnamon
¼ cup milk
1 2/3 cups granola or natural cereal, crumbled
1 cup seedless raisins
1 cup flaked coconut
1 cup Hershey's Semi-Sweet Mini Chips

Cream butter or margarine, shortening, brown sugar, egg and vanilla in a large bowl. Combine flour, baking soda, salt and cinnamon; add alternately with milk to creamed mixture. Stir in cereal, raisins, coconut and chocolate chips. Spread batter evenly in a foil-lined 15½ x 10½ x 1-inch jelly roll pan. Bake at 350° for 20 to 25 minutes; cool completely. Invert pan and peel off foil; cut into 1 x 2-inch bars. About 5 dozen bars.

NATURAL CHIP BANANA MUFFINS

1½ cups unsifted all-purpose flour
½ cup sugar
2 teaspoons baking powder
½ teaspoon salt
1 egg, slightly beaten
½ cup milk
⅓ cup vegetable oil
1 cup Hershey's Semi-Sweet Mini Chips
¾ cup mashed ripe bananas (about 1½ medium)
½ cup chopped nuts

Combine flour, sugar, baking powder and salt. Add egg, milk and vegetable oil; stir just until blended. Stir in chocolate chips, mashed banana and nuts. Fill greased or paper-lined 2½-inch muffin cups 2/3 full. Bake at 400° for 20 to 25 minutes. 14 muffins.



QUESTIONS

After reading this material, complete the following on a separate sheet of paper.

1. What does the front of the package tell you about Hershey's Mini Chips?

2. List the Mini Chip ingredients, as shown on the back of the package. What is lecithin?

3. What is the package's net weight? How many grams of Mini Chips are in three packages?

4. Who tests the recipes? Where are they located? How do you get other recipes?

5. How many cups of Mini Chips does a twelve ounce package contain? How many packages of Mini Chips would you need to make Natural Chip Granola Bars *and* Natural Chip Banana Muffins?

6. List each recipe with the kinds and amounts of sugar required. Which recipe requires the most sugar?

7. How much does each recipe make? Which recipe takes the shortest time to bake? Which requires a foil-lined pan?

8. List the Natural Chips Banana Muffin ingredients in alphabetical order.

9. Rewrite the Natural Chip Granola Bars Recipe to make about thirty bars.

10. Look up the following words in the dictionary. Write the definition for each, as it is used on the Mini Chip package.
    a. emulsifier
    b. derived
    c. alternately
    d. ingredients
    e. request
    f. product
    g. manufactured
    h. division
    i. corporation

Permission to use this material courtesy of Hershey Foods Corporation, Hershey, PA 17033.

Mary Bostick Childers, who teaches at Hill's Chapel School in Booneville, Mississippi, has an excellent independent study unit on the "Golden Age of Renaissance" and Leonardo da Vinci's influence on it. Her unit follows:

THE RENAISSANCE

After the time of the Greeks and Romans there came a time when people lived with very little hope for or joy in life. They spent their time preparing for a life beyond death. They were suppressed by their masters and each one lived in fear. There was very little learning. Gradually, this mental darkness began to lift and there came a period we call the Golden Age of Renaissance.

Florence, Italy seemed to be the center of Renaissance. One family was particularly responsible for much enlightenment. This was the Medici family. The first Medici supported a tax, paid according to the wealth of the individual, which was a forerunner of our modern income tax.

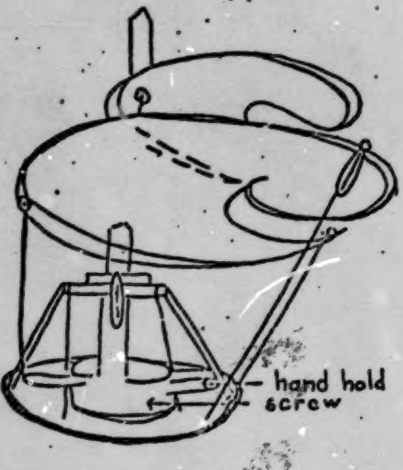
There was one man during this time who was very remarkable. His name was Leonardo da Vinci. He made and flew a type of flying machine five hundred years before the Wright brothers flew their plane. He made a parachute that was used successfully more than once. He experimented with a mechanical car, a helicopter, air conditioning, a breech-loading cannon, and many more things for which you may have believed more recent generations were entirely responsible.

A few pictures of da Vinci's model sketches are shown on the front of this LAP. You can find many more of his model drawings in reference books.

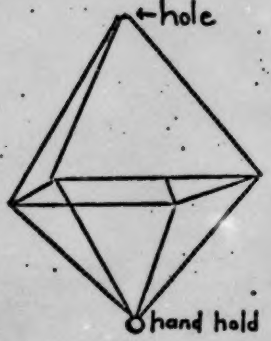
Probably, you will be interested in the numerous activities in which Leonardo da Vinci was engaged. Also, it may be that you will find the Renaissance period a very interesting study.

To guide you in your study of the Renaissance and/or Leonardo da Vinci and others of this period in history, the following activities are suggested: (You may want to add or substitute others.)

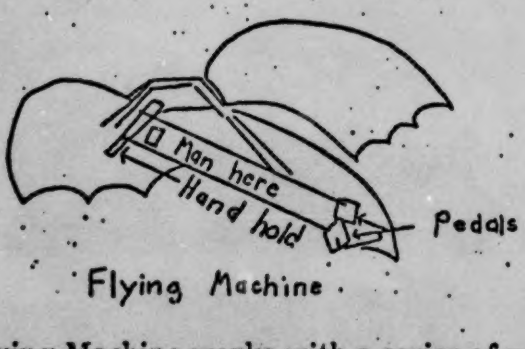
ROUGH DESIGN OF LEONARDO DA VINCI'S MODELS:


hand hold
screw

Helicopter with an aerial screw


hole
hand hold

"Tent of Linen"—the parachute
There is a hole in the top.


Man here
Hand hold
Pedals

Flying Machine

This Flying Machine works with a series of ropes, pulleys and a windlass. It was called "The Ornithopter."

THE RENAISSANCE

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Using reference materials, discover more about the Golden Age of Renaissance.

Draw a time line and/or paint a mural depicting the development of the Renaissance period. (Later it might be great fun to do the same, showing the development of progress during the span of time in which you have lived.)

Read more about Leonardo da Vinci in biographies and other reference materials.

Make a list of da Vinci's inventions and other activities.

Compare one of Leonardo's inventions, such as the parachute, with today's model. How are they alike? Different? What do you think later inventors have copied from da Vinci? Discuss.

Can you think of any unusual uses of the invention you selected to discuss above? Would it be necessary to change it in any way? How? Illustrate.

Make pencil sketches of da Vinci models pictured on the front of this LAP and/or any of those pictured in biographical or reference materials.

Construct a four-dimensional miniature model or models from Leonardo's drawings, using materials you select and collect.

List all the things that you can think of that we use today that people did not have fifty years ago. Now make a list of all the things people used fifty years ago that are now obsolete. Can you imagine and invent something that people will be using fifty years from now? Draw and/or explain your invention. You might like to construct a model of your invention.

Do you think it is important to invent for the future? If so, is there a need to imagine what the future will be like and its required needs? Do those of us who are living now have a responsibility to invent for those who will be living after our deaths? Write on your views to these questions.

During what years did Leonardo da Vinci live? If he had been born in the 20th Century, how do you think this would have affected his life and his inventions?

How do you think da Vinci would solve our energy problems? Our gasoline shortage in particular? How would you solve it?

Are all inventions of a mechanical or scientific nature? Could the Medici-supported tax system be considered an invention? If so, can you think of or find out about other socio-economic solutions or inventions? Make a list or write about these.

In addition to our energy problem, what other problems of our society do you think da Vinci, if he were living now, might solve or try to solve? What current problems would you attempt to solve? How would you do this?

After reading about and thinking about Leonardo da Vinci, would you like to write about why you think he was or was not a great person? This could be as long or as short as you would like. Perhaps you would prefer writing on a title of this nature: "Leonardo da Vinci--His Strengths and Weaknesses". If neither of the foregoing ideas appeals to you, you might like to write as you choose.

If da Vinci were alive today, what do you think he might say to us?

Do we need a renaissance today? If so, why? How could we help this situation occur? If not, why? How could we prevent a renaissance? State, clarify, and defend your views.

Have there been periods of renaissance throughout history? When? What special titles are given to these periods? Who were some of the special people who lived during these periods? What did they contribute? When you have the time, you may want to investigate one or more of these periods.

SOURCE: Mary Bostick Childers, Teacher, Accelerated Intellectual Movement, Hill's Chapel School, Booneville, MS 38829.
PERMISSION GRANTED.

THE HUMAN MACHINE

contributed by:
Maggie Klein

DIRECTIONS: Based on your level select the number of activities from each series as indicated. Choose a variety of activities.

Part I. Select one.

1. Complete an outline of the HUMAN MACHINE.
2. Create a HUMAN MACHINE using any scrap materials you have, illustrating as many systems as possible.
3. Make a life-size (yours) illustration of the HUMAN MACHINE with overlays of as many systems as you are able.

Part II. Select ______.

1. On a drawing, label the heart and respiratory parts
2. Label a picture of the tooth and all parts.
3. Make and label a diagram of the digestive system.
4. Label a drawing of the important parts of the body.
5. Diagram the skeletal system.
6. Prepare a short paper on the functions of the brain and the spinal cord.

Part III. Select ______.

1. Explain the differences among tissues, organs, and systems.
2. How is one's body like a factory?
3. Compare one's hearing with a series of musical instruments.
4. Make two lists to adapt the idea that there are organs one's body could get along without as well as organs that come in pairs or have spares.
5. Mendel discovered a great deal about how plants pass their characteristics from one generation to another. Magnify this idea as it refers to human characteristics. (a chart, perhaps?)
6. Challenge: rearrange the human body to improve its efficiency.
7. Keep a daily menu record for a week. How could you modify your own diet to make it more nutritional?
8. Compare your nervous system to the Telephone Company.
9. Explain the relationships among muscles, tendons, and ligaments.
10. Develop a vocabulary list of words you believe are important in this study of the HUMAN MACHINE.

Part IV. Select ______.

1. Magnify this idea. The average life span has increased since the 1800's because we know how to ______________________.
2. Choose one of the areas of the HUMAN MACHINE not previously covered, and report through a discussion with three other students in class.
3. Write an advertisement that explains how either safety or government regulations contribute to longevity.

Part V. Select _______.

1. Write a short story from the standpoint of your hair. If it talks, it must be alive. Is it?
2. Measure the time you spend in bed for one day, one week, one month, one year. So far, how much time have you spent in bed during your lifetime? In days? In weeks? In months? In years?

Part VI. Select _______ experiments from reference or health or science cards and perform. Be certain to keep full laboratory reports of the data.

SOURCE NOT CONFIRMED:
OBTAINED FROM: Allan McDonald, Resource Teacher/Gifted, Dearborn Public Schools, 18700 Audette, Dearborn, MI 48124.

The Clark County School District in Las Vegas, Nevada, has developed some interesting and clever forms to guide their academically talented students through their Independent Study programs, as well as to assess and evaluate their program. Copies of the following forms are given on the next several pages:

PRODUCTION PROJECT (goal-oriented task)
VENTURE (open-ended research study)
ACADEMICALLY TALENTED STUDENT PROGRESS REPORT
LIFE-INVOLVEMENT MODES (LIM) ISSUE RESOLUTION STUDENT-TEACHER EVALUATION FORM (LIM:IRS)
ACADEMICALLY TALENTED PROGRAM ASSESSMENT

PRODUCTION PROJECT

A Production Project is a goal oriented task. Through this project you will:

1) set a goal
2) set specifications
3) plan steps to accomplish your goal
4) acquire new learning
5) share
6) evaluate your efforts

If necessary, brainstorm project ideas for your topic:

TOPIC:

NAME:

DATE:

1 What do you want to do? Set a goal. Your statement should include the verb, product, and topic in sentence form.

Teacher Approval ☐

Clark County School District Reprinted with PERMISSION Las Vegas, Nevada
SOURCE: Julie Cooper, Coordinating Teacher, Academically Talented Program, % Will Beckley Elementary School, 3223 South Glenhurst, Las Vegas, NV 89121.

2. Write your project specifications (minimum requirements). Also describe your product and how it will be unique. You may illustrate.

MATERIALS YOU'LL NEED. . .

ESTIMATED NUMBER OF A. T. CLASSES NEEDED TO COMPLETE PROJECT. . . .

STARTING DATE:

NEW LEARNING: ☐

TEACHER APPROVAL ☐

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SOURCE: Julie Cooper, Coordinating Teacher, Academically Talented Program, % Will Beckley Elementary School, 3223 South Glenhurst, Las Vegas, NV 89121.

3. PLAN YOUR STEPS AND NUMBER THEM IN THE ORDER YOU WILL COMPLETE THEM.

TEACHER APPROVAL ☐

4. STAR AREAS OF NEW LEARNING AND DISCUSS THEM WITH YOUR TEACHER.

SOURCE: Julie Cooper, Coordinating Teacher, Academically Talented Program, % Will Beckley Elementary School. 3223 South Glenhurst, Las Vegas, NV 89121. Reprinted with PERMISSION

EVALUATION

GOAL STATEMENT: ____

____

____________________________ Who decided? ____________________

Did you meet your specifications? None |+++++++++| All

Did you modify your steps? Yes ☐ No ☐

Did you complete the steps you planned? None |+++++++++| All

Were you on schedule? Yes ☐ No ☐

How do you feel about your finished product? ____________________

____

How can you elaborate? ____

____

____

Did you encounter any problems? If so, how did you deal with them?

____

____

____

____

How was creative thinking used?

____

____

____

____

With your teacher check or mark the thinking levels you used in doing your Production Project.

KNOWLEDGE ☐

COMPREHENSION ☐

APPLICATION ☐

ANALYSIS ☐

SYNTHESIS ☐

EVALUATION ☐

STUDENT: ____________________ TEACHER: ____________________ DATE: ____________________

TEACHER: Did the student:

a) pursue a goal which had relevancy to him? ______

b) follow through to completion? ______

c) need a great deal of teacher direction? ______

d) organize his time effectively?

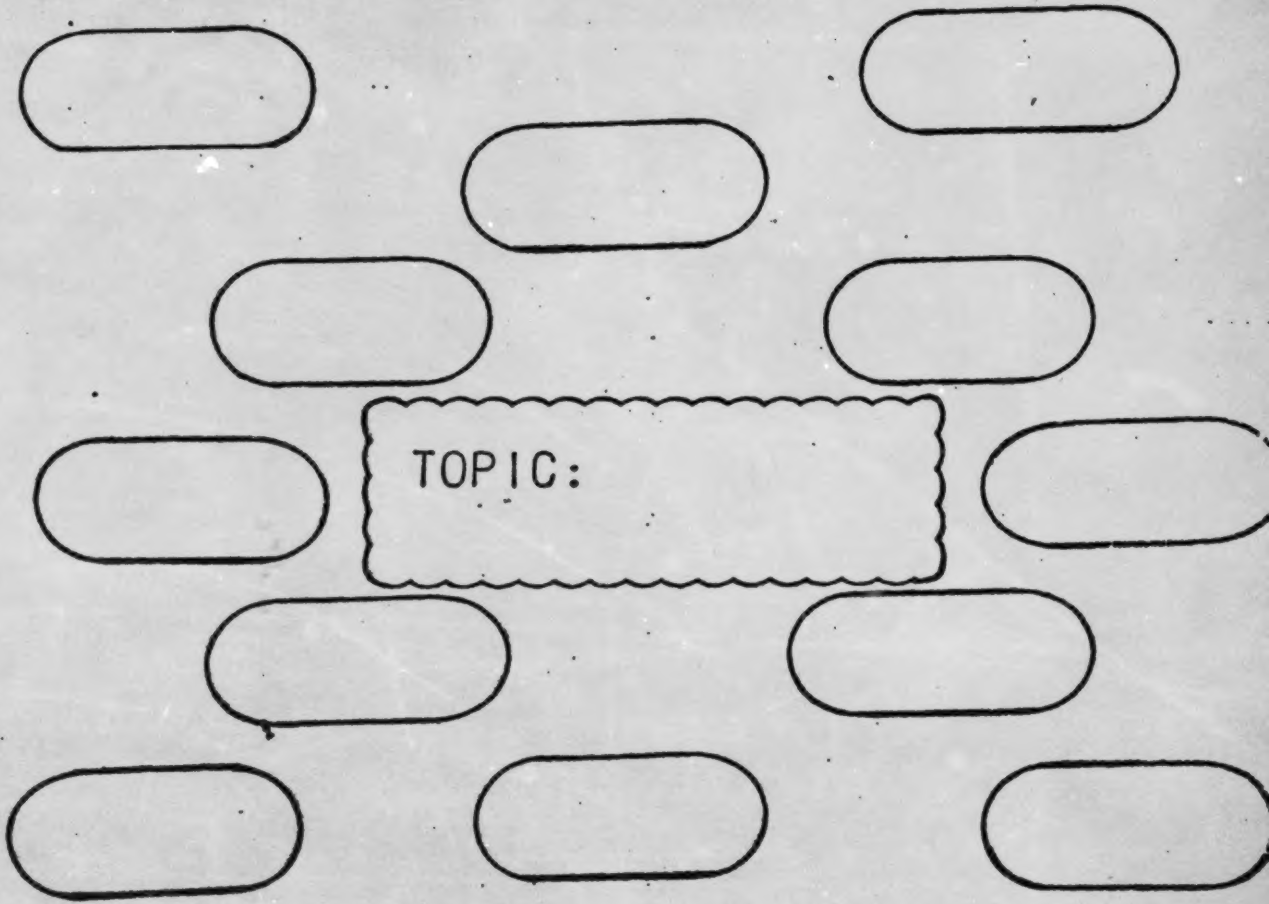
SOURCE: Julie Cooper, Coordinating Teacher, Academically Talented Program, % Will Beckley Elementary School, ~~3223 South Glenhurst, Las Vegas, NV 89121.~~ Reprinted with PERMISSION

VENTURE

A Venture is an open-ended research study. Through the venturing process you will:

1) make decisions
2) organize your study
3) learn in different ways
4) acquire new vocabulary
5) share, and
6) evaluate your efforts.

NOW—Create an idea web!



Have you studied this topic before?

yes ___ no ___

If yes, what did you learn?

____

____

____

Who? ______________________________

When? ______________________________

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SOURCE: Julie Cooper, Coordinating Teacher, Academically Talented Program, % Will Beckley Elementary School, 3223 South Glenhurst, Las Vegas, NV 89121.

RESEARCH TOPIC: ____________________

NEXT. . .

to help you organize your time, write some things you want to learn or some questions you want to answer below.

NEW VOCABULARY:

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SOURCE: Julie Cooper, Coordinating Teacher, Academically Talented Program, % Will Beckley Elementary School, 3223 South Glenhurst, Las Vegas, NV 89121.

I am learning from:

Listening:

Viewing:

Reading:

Investigating:

AND.....
(check those used)

card catalog ____
periodicals ____
encyclopedia ____
phone book ____
dictionary ____
thesaurus ____
video tapes ____
records ____
pictures ____
graphs ____
atlas ____
almanac ____
field trips ____
film catalog ____

other:

Mentors:

SHARING:

oral ____
written ____
visual ____
other ____
With whom?

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SOURCE: Julie Cooper, Coordinating Teacher, Academically Talented Program, % Will Beckley Elementary School, 3223 South Glenhurst, Las Vegas, NV 89121.

STUDENT EVALUATOR:______________________ GRADE:_____ DATE:__________

1. I chose my own topic.	├──┼──┼──┼──┼──┤	Topic was assigned.
2. Topic was interesting.	├──┼──┼──┼──┼──┤	Topic was boring.
3. I worked very hard on my venture.	├──┼──┼──┼──┼──┤	I did not complete this venture.
4. I used many sources of information.	├──┼──┼──┼──┼──┤	I used only one source of information.
5. I did excellent work on this venture.	├──┼──┼──┼──┼──┤	My work was just OK.

Comments:

____

____

____

What have you decided to do next?

_____ another venture

_____ a project

_____ an issue

TEACHER EVALUATOR:______________

SCHOOL:______________

Key:
✓ = objective performed
0 = needs to improve
X = not expected in this venture

_____ worked well independently

_____ selected useable information

_____ reorganized material in own words

_____ communicated main ideas

_____ shared adequately

Completed thoroughly	├──┼──┼──┼──┤	Not completed
Used time wisely	├──┼──┼──┼──┤	Wasted time
Used resources well	├──┼──┼──┼──┤	Used resources poorly

Comments:

____

____

____

____

____

SOURCE: Julie Cooper, Coordinating Teacher, Academically Talented Program, % Will Bec
ley School, 3223 South Glenhurst, Las Vegas, NV 89121. Reprinted with PERMISSION.

ACADEMICALLY TALENTED STUDENT PROGRESS REPORT

NAME: ______________________ SCHOOL: ______________________ GRADE: __________ YEAR __________

KEY: E = EXCEPTIONAL   S = SATISFACTORY   SE = SKILL EVOLVING   U = UNSATISFACTORY   NA = NOT APPLICABLE   * = WITH TEACHER HELP

LEARNING	1st SEM.	2nd SEM.
AFFECTIVE	▨	▨
1. Exhibits positive attitude towards self		
2. Participates willingly in group activities		
3. Works well independently		
4. Demonstrates initiative		
5. Demonstrates responsibility		
6. Responds positively to criticism		
7. States self-expectancies		
8. Accepts challenges		
CREATIVE	▨	▨
1. Demonstrates fluent thinking: Explores numerous solutions to a problem		
2. Demonstrates flexible thinking: Explores alternate solutions to a problem		
3. Demonstrates original thinking: Incorporates ideas in unique ways		
4. Demonstrates elaborate thinking: Expands ideas		
COGNITIVE	▨	▨
1. Explores wide range of interests		
2. Gathers information from many sources		
3. Applies appropriate research skills		
4. Applies appropriate thinking levels		
5. Establishes realistic goals		
a) short term		
b) long term		
6. Organizes procedures to attain goals		
7. Completes goals		
8. Evaluates progress		
9. Utilizes problem-solving techniques		
10. Evaluates and substantiates ideas		

ACCOMPLISHMENTS

FIRST SEMESTER:

Ventures	Projects	Issues

Comments:

______________________ A. T. TEACHER

______________________ CLASSROOM TEACHER

______________________ PRINCIPAL

SECOND SEMESTER:

Ventures	Projects	Issues

Comments:

______________________ A. T. TEACHER

______________________ CLASSROOM TEACHER

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ISSUE RESOLUTION STUDENT - TEACHER EVALUATION FORM

NAME:______________________________ SCHOOL:______________________________

	ISSUE DATE	ISSUE DATE	ISSUE DATE
STUDENT QUESTION:			
1. Did you choose your issue:			
with teacher's help?			
by yourself?			
with help from others?			
2. What sources did you use to find your possible alternatives:			
Books?			
Magazines?			
Newspapers?			
Films?			
Filmstrips?			
Discussion with:			
Parents?			
Friends?			
Mentors?			
Teachers?			
Others?			
3. How many new facts did you discover?			
4. How many alternative actions did you come up with?			
5. After listing all the alternatives, was your decision:			
easy to make?			
difficult to make?			
6. Do you feel your solution to this issue is:			
realistic?			
unrealistic?			
7. Did you find this issue:			
interesting?			
dull?			

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	ISSUE DATE		ISSUE DATE		ISSUE DAT	
STUDENT QUESTIONS: (CONTINUED)	YES	NO	YES	NO	YES	NO
8. Did you have a solution in mind before you began this project?						
If yes, did your research:						
change your mind?						
support your decision?						
have no influence on your decision?						
9. In your sharing, were you able to convince others of your decision?						
10. Did your decision: conflict with existing rules and laws						
hinge on your personal feelings of right or wrong?						

TEACHER:	YES	NO	YES	NO	YES	NO
1. Did the student:						
a) choose an issue which required acquisition of new competencies?						
b) pursue an issue which had relevancy to him?						
c) follow through to completion?						
d) use divergent thinking?						
e) need a great deal of teacher direction?						
f) organize his time effectively?						
g) follow through with record keeping?						
2. Which thinking processes did the student utilize successfully in this project?						

Teacher Comments:

SOURCE: Julie Cooper, Coordinating Teacher, Academically Talented Program, % Will Beckley Elementary School, 3223 South Glenhurst, Las Vegas, NV 89121. Reprinted with PERMISSION.

ACADEMICALLY TALENTED PROGRAM ASSESSMENT

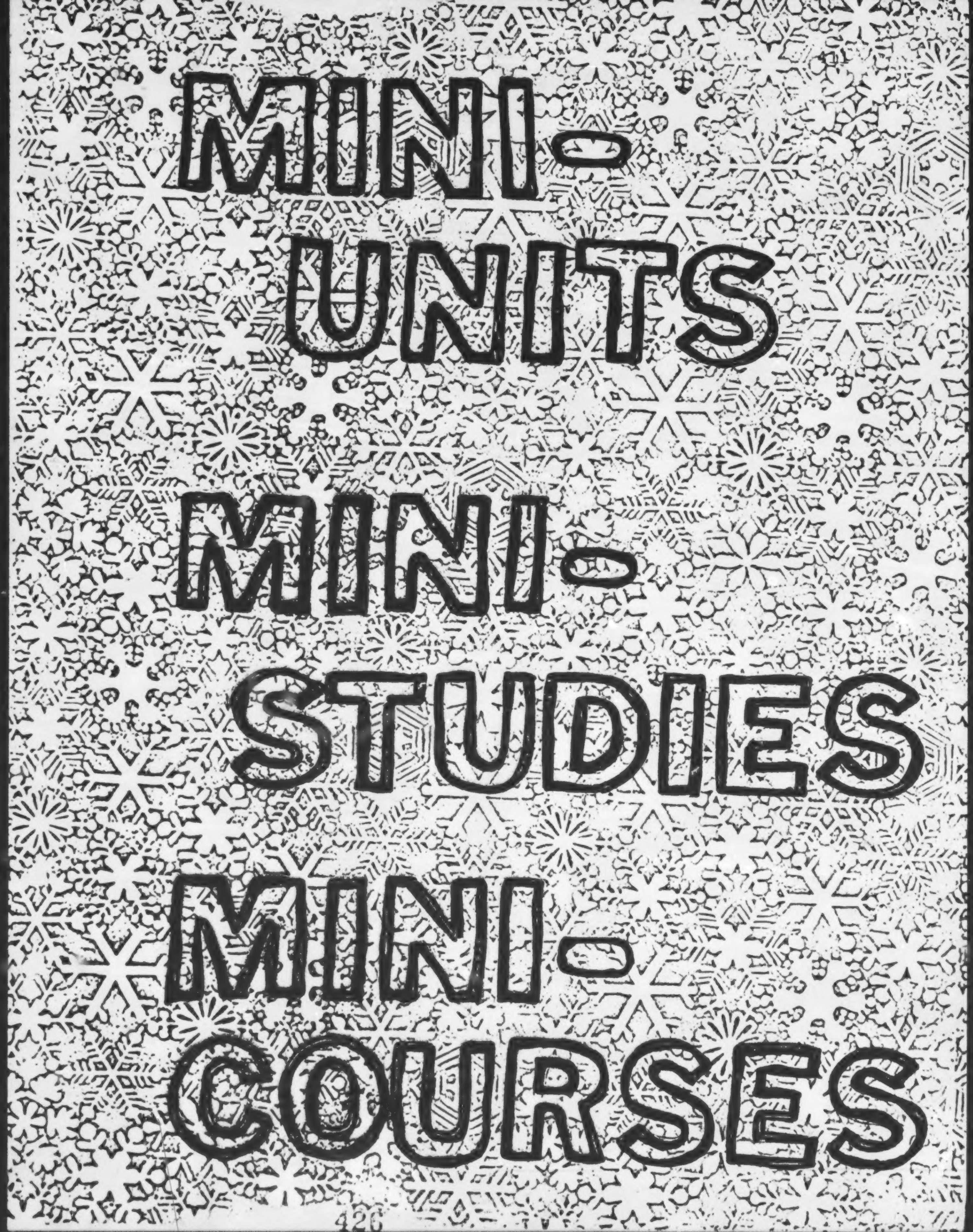
School:____________________ Teacher:____________________ School Year:____________________

	Level			
	I	II	III	IV
I. Students are provided opportunities to achieve the objective specified in the Clark County Academically Talented Program Guide.				
A. The teacher provides for learning activities (individual and/or group) which demonstrate creative thinking skills.				
1. The teacher involves students in the process of exploring numerous solutions to a given problem.				
2. The teacher involves students in the process of exploring and listing alternate ways of solving problems.				
3. The teacher involves students in the process of incorporating ideas in unusual ways.				
4. The teacher involves students in the process of adding details or expanding the results of existing knowledge.				
B. The teacher provides for learning activities (individual and/or group) which demonstrate critical thinking skills.				
1. The teacher encourages the student to summarize ideas.				
2. The teacher encourages the student to apply previous learning in problem solving.				
3. The teacher encourages the student to list elements of a concept.				
4. The teacher helps the student to bring closure to ideas.				
5. The teacher teaches the student to make judgements and substantiate them.				
6. The teacher asks open-ended questions.				
7. The teacher asks questions requiring responses utilizing the higher thinking processes.				
8. The teacher encourages the student to generate ideas.				
C. The teacher teaches the process of knowledge-getting through the learning vehicles of the Life Involvement Model.				
1. The teacher conducts classroom ventures.				
2. The teacher supervises student ventures.				
3. The teacher conducts classroom production projects.				
4. The teacher supervises student production projects.				
5. The teacher conducts issue resolution projects.				
6. The teacher supervises issue resolution projects.				
7. The teacher conducts specific units.				
8. The teacher supervises student unit work.				
II. Individual differences in the educational needs of students are identified and appropriately met.				
A. The teacher assesses student readiness for the task.				
B. The teacher provides prerequisite information.				
C. The teacher provides tasks at appropriate competency levels.				
D. The teacher maintains LIM forms, evaluation records.				
E. The teacher provides for the learning styles of each student.				
F. The teacher provides a variety of multi-media resources to pursue special interests.				

	Level			
	I	II	III	IV
III. Social and emotional development of students are adequately provided for in the A.T. program.				
A. Students display positive accepting behavior in groups.				
B. Students work indepandently.				
C. Students complete commitments.				
D. Students display enthusiasm towards learning for learning's sake (intrinsic).				
E. The teacher shows respect for children's ideas, feelings and activities.				
F. The teacher allows students to work at their own pace.				
G. The teacher provides opportunity for students to assume leadership roles.				
H. The teacher provides for success of all students to some degree.				
IV. Instructional methods are consistent with established objectives and proven psychological principles.				
A. The teacher involves students in identifying expectations of their achievement and the means of achieving them.				
1. The teacher encourages students to identify their own area of interest.				
2. The teacher encourages students to set their own goals.				
3. Students are involved in planning and goal pursuit.				
4. The teacher encourages students to manage their own activities.				
5. The teacher assists students in establishing their own evaluation criteria.				
6. The teacher monitors and oversees students' LIM self-evaluation forms.				
B. Teachers consistently involve students in experience-oriented learning activities.				
1. The teacher provides for "hands on," "learning while doing," student experiences.				
2. The A.T. resource room, the school library, and the community is used by students and teachers to gather and experience learning.				
C. Teachers consistently interact with students, individually and in groups.				
1. Student-teacher interaction provides for an open exchange of ideas.				
2. Teachers provide positive and constructive feedback to students.				
3. Provision is made for learner self-evaluation.				
4. Students maintain their own individual progress folder.				
5. Teachers maintain progress folders for each A.T. child which is readily available to students, parents and classroom teachers.				

Level I	Not yet started or achieved at a low level.
Level II	Achieved but not yet at a consistently satisfactory level.
Level III	Achieved at a consistently satisfactory level.
Level IV	Achieved consistently at a high and exemplary level.

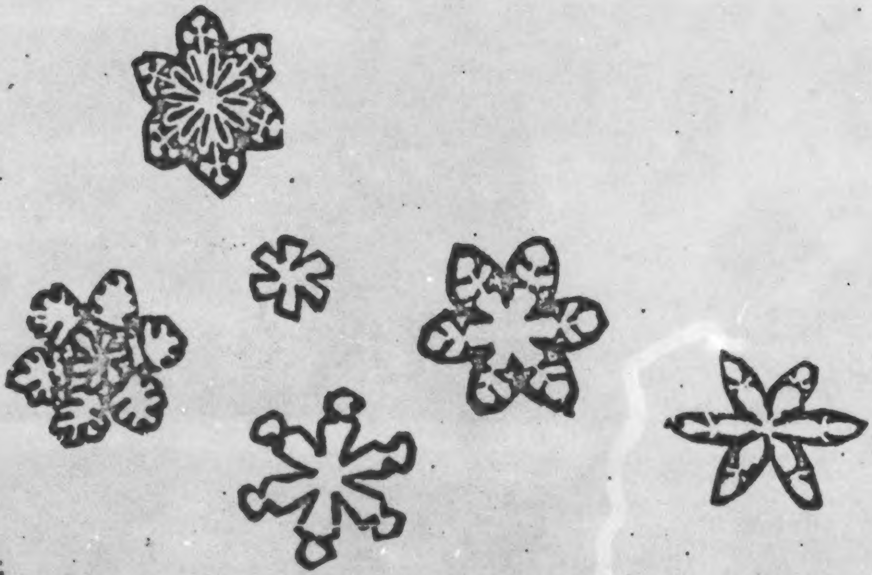
SOURCE: Julie Cooper, Coordinating Teacher, Academically Talented Program, % Will Beckley Elementary School, 3223 South Glenhurst, Las Vegas, NV 89121. PERMISSION GRANTED.



MINI-UNITS MINI-STUDIES MINI-COURSES

. . . It is in fact nothing short of a miracle that the modern methods of instruction have not yet entirely strangled the holy curiosity of inquiry; for this delicate little plant, aside from stimulation, stands mainly in need of freedom; without this it goes to wrack and ruin without fail.

--Albert Einstein



MYSTERY STORIES

A Mini-Unit

OBJECTIVES

1. To learn about two main types of mysteries
    a. Crime and detection mysteries
    b. Supernatural mysteries
2. To learn the elements of a mystery
    a. Clues
    b. Crime detection
    c. Suspense
    d. Excitement
3. To stimulate reading of mysteries
4. To stimulate creative writing of mysteries
5. To use logical thinking in problem-solving activities

REQUIRED ACTIVITIES

A. Read a mystery book and fill out Activity Sheet No. 1.

B. Define the mystery words on Activity Sheet No. 2.

C. Fill out the F.B.I. Card (Activity Sheet No. 3.)

D. Do Activity Sheet No. 4.

CHOICE ACTIVITIES

A. Make a clue list from a mystery you have read. See if someone else can solve the mystery.

B. Do research on the ways real detectives solve crimes.

C. Develop ideas for a mystery box. Write ideas on colored paper using a different color for each category: characters, elements of suspense, crimes or mysteries, solutions, clues (white). Put in a small box.

D. Choose one of each color from the box except white. Choose three of the white. Write a mystery from your information. Be sure you put the mystery in the order it happens.

E. Cut from the newspaper or periodicals a real-life mystery and use the main idea to write your own mystery. (We will bind these and place them on the shelf for others to read.)

F. Write a mystery play giving each person in class a part in it.

"MYSTERY BOOK"

ACTIVITY SHEET NO. 1

CAN YOU SOLVE THE MYSTERY OF "WHAT IS A MYSTERY?"

My Book's title:

The author:

What type of mystery is it? Circle the letter.

A. Crime and detection
B. Supernatural events

List the elements in the story which prove that it is a mystery.

A. Excitement

B. Clues

C. Crime or mystery

D. Detection

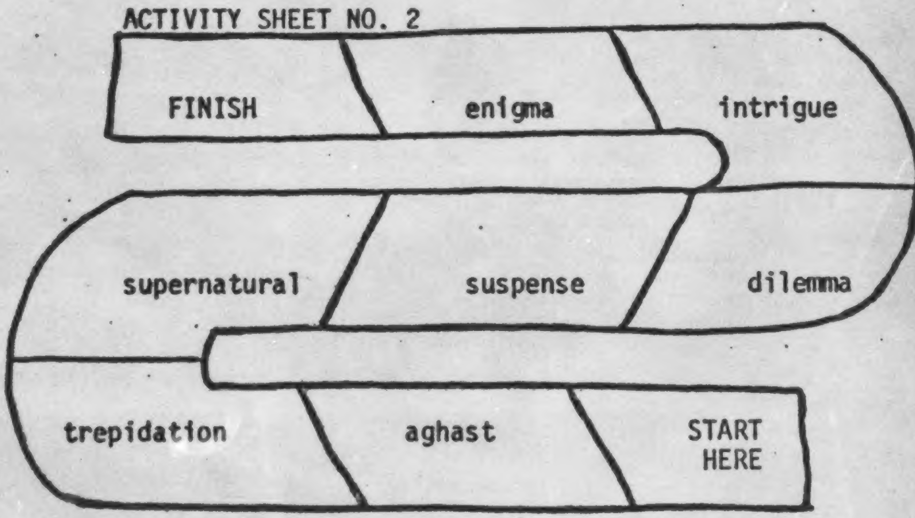
E. Suspense

"WALK THE MYSTERY TRAIL"

ACTIVITY SHEET NO. 2

Find out and write down what these "mystery words" mean.

Choose one word. Show how it is related to a mystery you have read.


FINISH
enigma
intrigue
supernatural
suspense
dilemma
trepidation
aghast
START HERE

F. B. I. CARD

ACTIVITY SHEET NO. 3

Book Title: ______________________________

Author: ______________________________

Prove it's a mystery. Does it have these elements? Give examples.

Excitement: ______________________________

____

Clues: ______________________________

____

Crime: ______________________________

____

Detection: ______________________________

____

Suspense: ______________________________

____

Agent
Information

Height: ________

Weight: ________

Age: ________

Fingerprint:

CRIME DETECTION LAB

ACTIVITY SHEET NO. 4

How were the mysteries or crimes solved in the books you've read? Draw examples of the devices that were used.

SOURCE NOT CONFIRMED
OBTAINED FROM: Flora Headrick, Teacher, Gifted Program, Raleigh School,
Raleigh, MS 39153.

NEWSPAPER

A Mini-Unit

OBJECTIVES

- The student will become informed about and interested in what is happening in the world around him.
- The student will learn to locate information in the newspaper by proper use of the index.
- The student will increase his vocabulary.

PRE-TEST:

1. Define what you think a newspaper is.
2. Write a complete paragraph about what you enjoy doing with the newspaper.
3. Take a spelling pre-test.

INTRODUCTION:

A newspaper can provide you and your parents with information from all over the world. It can help your mother shop wisely, or your dad find a job. If you have toys or clothes you have outgrown, the newspaper can help you sell them to another boy or girl. The newspaper has interesting stories to be read about people, animals, cities and sports. If you look carefully, you might even find a picture of one of your friends.

Each of you is very lucky to live in a country where "Freedom of the Press" is offered. This means you can always know...what in the world is going on.

Are you ready to start a journey through your newspaper?
Here.....we go!

INSTRUCTIONAL ACTIVITIES

You are required to do these activities: ______________________________
You may choose ____________________ to do.

1. Vocabulary
    a. Alphabetize the following words:
        1. press
        2. copy
        3. fact
        4. local
        5. daily
        6. weekly
        7. social
        8. sports
        9. recipes
        10. weather
        11. edit
        12. editor
        13. strike
        14. proof
        15. cut
        16. editorial
        17. opinion
        18. column
        19. society
        20. publish
        21. newspaper
        22. newsboy
        23. newsprint
        24. negative
        25. obituary
        26. deadline
        27. headline
        28. comics
        29. classified
        30. reporter
        31. photographer
        32. correspondent
        33. information
        34. subscription
        35. advertisement

   b. Select ___________ of these words to learn to spell.

   c. Look up your words in the dictionary; write meanings.

   d. Write sentences for your spelling words.

2. Look up in an encyclopedia the phrase "Freedom of the Press." Define Freedom of the Press in your own words.

3. Skim a news story which appeals to you. Write down answers to the six questions which are basic to good reporting (who, what, when, where, why, how). Do your best.

4. Search through the newspaper and find ten bits of information (fillers)--Mini News. Clip these from the paper and paste in your scrapbook. Have a title for the page called "Did You Know?"

5. Search the newspaper for stories and feature articles about birds and other animals you may be interested in. Share the information orally with your classmates; paste the story in your scrapbook.

6. Find the index of the paper. Find what page the comics are on. Find the page the sport action is on. Write this information on a page in your scrapbook.

7. Find a picture you like in the paper. Cut the picture out and paste it in your scrapbook. Write a story about the picture.

8. The Editorial Page is the newspaper's "voice". Find the Editorial page in the newspaper. Read an editorial. Underline the facts in red and the opinions in black. Cut the article out and paste in your scrapbook.

9. Pick out an advertisement in the paper. Cut it out and paste it in your scrapbook. Tell what it is selling. Who would want to buy the product?

10. Pick three stories from the newspaper. Cut out the stories and paste them in your scrapbook. Write your own headline on top of each story.

11. Newspapers receive stories from all over the world! Name ten different places where stories were written from in today's paper. Watch your spelling!

12. Find a short article in the newspaper. List all the pronouns. Next to the pronoun, write the noun it refers to in the story.

13. Select a headline from the paper that sounds like a good title for a story. Write your story, and paste the headline above it.

14. A noun is a name, person, place, or thing. Find ten nouns on the front page. Write sentences for each. Do your best.

15. Find ten action verbs in the sports section of the newspaper. Write a sentence using each of these verbs.

16. Choose from any section of the newspaper ten words that you do not know the meanings of. Write them in your best handwriting on your paper. Look in the dictionary for their meanings. Write the definition and a sentence for each of these words.

17. Let's go shopping! In the index find the grocery ads. Pick four foods you would want for dinner tonight. Write down how much each of these foods cost. Figure the total.

18. Look through the newspaper headlines and ads for words that rhyme. Cut the words out and paste them on a piece of paper in a column. You must have at least _______ words.

19. How many pictures are there in Section A of today's paper? Write your answer in a complete sentence.

20. Suppose a newspaper want-ad costs $1.05 per line. Turn to the classified ads and figure out the total cost of two different want-ads.

21. Measure the size of one newspaper page. You will need to use your ruler for this one.

22. Plan a night on the town. Consult the entertainment section of the paper. The cost of the evening should not exceed $5.00. Select a show you want to see. Find the name, place, time and stars of the picture. You may be interested in eating before or after the movie. Include the price of eating also. Remember, not more than $5.00!

23. Find _______ news stories that tell about your city. Paste them in your scrapbook. Write the words "News Stories About Our City" under the stories.

24. From the food ads, prepare a day's menu for your family. Use your best penmanship.

25. In the index, locate Ann Landers. Clip a letter from her column in the paper. Paste it in your scrapbook. Write your answer to the letter under the clipping.

26. You have some toys you would like to sell. Find the classified ads section of the paper. Write a classified ad which will help you sell your toys.

27. On the obituary page the ages of the deceased are often listed. Find the average age of the men; also figure out the average age of the women.

28. It is too bad that there are so many accidents! Look through your newspaper and find ________ stories about accidents. How could each of these accidents have been prevented? Answer in complete sentences.

29. Scattered throughout the cartoon sections and other sections of the paper are "Facts" about people, animals and things. Collect ______ facts for a scrapbook. Check other sources to answer these questions and to verify the information in the cartoon.

30. Choose a single cartoon from the paper. Write your own story about the picture. Include what happened before and after the picture.

EVALUATION:

1. Write a complete paragraph about information found in the newspaper. Include at least three sections of the paper.

2. Give at least four examples of using the index. Use complete sentences. Example: The article written by Ann Landers can be found in Section ____ Page ____.

3. Spell the name of the newspaper correctly.

4. Take a spelling test on vocabulary words on (date)____________.

5. All work should be completed by ____________________________.

SOURCE NOT CONFIRMED:
OBTAINED FROM: Allan McDonald, Resource Teacher/Gifted, Dearborn Public Schools, 18700 Audette, Dearborn, MI 48124.

"Occu-Puns"

A MIND-STRETCHING MINI-LESSON

An Exercise in Linguistic Fancy

A. Objectives: To utilize the pun as a form of verbal humor; to recognize verbal relationships and word derivations; to have fun!

B. Method: This is a written exercise--pupils need scrap paper and pencil. Tell them to imagine that they are all in the business world and it's "dog eat dog". They need to come up with a catchy name for their particular business in order to edge out the competition. The name must be a play on words--a "pun". (Discuss puns if class does not have background in this area.) Samples:

"Edifice Wrecks"--a demolition company
"Fluke's Fiats"--used Italian cars
"Vile Inn"--a rotten hotel
"Charlie the Tuner"--a piano tuner named Charles
"Elizabeth's Tailor"--dressmaker to the queen

C. Follow-up: Students share "occu-puns". Be sure everyone understands the pun involved. Let them make up an advertisement involving their business; design a business card; print a sign for the store front. Can they come up with puns for other categories, such as book titles, songs, city names, famous people?

D. For further reading: Pun Fun. Ennis Reese, Scholastic Book Services, Englewood Cliffs, New Jersey, 07632.

SOURCE: Sara J. Lowe, Coordinator, Gifted and Talented Programs, Montgomery County Schools, 451 West Third Street, Box 972, Dayton, Ohio 45422. PERMISSION GRANTED.

CHANGING LIFE STYLES THROUGH THE YEARS

GRADE LEVEL: 4 - High School

CURRICULUM AREAS: Language Arts,
Social Studies
Health & P. E.

OBJECTIVES:

1. To become aware of changing life styles in the past fifty years or so through conversation with older people.

2. To share these findings with classmates.

ACTIVITIES:

I. The student interviews parents, grandparents, and other people older than himself. He asks them to explain how life styles have changed during their lifetime, and he takes notes on their responses. He includes in their conversation a discussion on each of the following topics or areas:

1. food
2. clothing
3. housing
4. entertainment
5. transportation
6. occupation
7. communication
8. medicine
9. religion
10. leisure
11. education
12. work patterns in the home

II. The student then organizes his notes on each topic chronologically from earliest to most modern. In each case the student should add his own thoughts to bring each area up to present day styles of living.

Predictions can be made whenever possible as to how life styles may further change in the future. This adds to the fun!

III. The student makes an oral report to the class, giving the approximate ages of the people he interviewed and summarizing the gradual changes in life styles he noted over the years in the areas listed. He might make use of old pictures, tape recorders, old photographs, old movies (home and/or others), items of clothing, old songs, and children's old games, collected from the people he interviewed.

Where he made predictions concerning future life styles, his own drawings would add another dimension to the oral report.

ADAPTED FROM: An original idea by: Kay Faust, Port Huron, Michigan.
SOURCE NOT CONFIRMED:
OBTAINED FROM: Allan McDonald, Resource Teacher/Gifted, Dearborn Public
Schools, 18700 Audette, Dearborn, MI 48124.

DR. SEUSS AND SCIENCE

I. The Lorax

Random House, New York, N.Y. 10017

A. General Guide Questions

1. What seems to be the author's intent in writing this book?

2. Can you equate the story with real situations in present-day society? What people, what resources and what issues?

3. Describe any values which seem to be important in the story. Identify any present-day counterparts to these values. Are any of these values in conflict. Which ones--for what reasons?

4. For whom was The Lorax written?

5. What significance do ideas presented in the Lorax have for you in your daily life?

B. Activities

1. Translate the Seuss language into common English to create a Seuss-English dictionary.

2. Each student or a team of students become new Presidents of Trufflula Tree Company. They will outline a plan to maintain a quality environment while at the same time ensuring the continuing growth and availability of Trufflula trees.

3. Students may wish to share their plans and explore these questions:

    a. Does the original Seuss story or the students' endings portray any of today's industries? Give evidence for your opinions.

    b. Which version appears to describe most realistically the present American lifestyle.

    c. What are the social and economic implications of some of the plans in the student's story. Who will pay for the environmental protection? Who pays for the damage to the environment if a program proves to be unsuccessful?

4. Have older students share the story with younger children. Are younger children able to relate to the story in the same way the older students did? Why or why not?

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Dearborn Public Schools

Students can be motivated by using any number of Dr. Seuss's books to explore a spectrum of ideas related to natural resources.

Horton Hatches An Egg

Green Eggs And Ham

Write a diamante (a poem shaped in the form of a diamond) having something to do with natural resources and that demonstrates that words are related through shades of meaning from one extreme to the opposite extreme. "Birth" and "death" are two words which represent opposites.

EXAMPLE:

birth	1. Noun
green bright	2. Adjectives
shining growing blooming	3. Participles
heat motion sun food	4. Nouns
fading slowing dimming	3. Participles
brown old	2. Adjectives
death	1. Noun

The words chosen should match the patterns of speech outlined above.

Some suggested pairs of words with opposite meanings:

Exploitation - Preservation
Freedom - Regulation
Harvest - Planting
Harmony - Discord
Materialism - Asceticism
Diversity - Uniformity
Use - Misuse
Wilderness - Megalopolis
Cost - Benefit
Fertility - Barrenness
Abundance - Scarcity
Rain - Drought
Whole - Fragment
Beginning - End

THE THREE LITTLE PIGS

This is a good source to use to identify natural resources from which home building materials are derived, and distinguish between renewable and non-renewable resources.

Review the story and ask students to brainstorm a list of all the things used to build a house. Include wood products and products derived from other renewable and non-renewable resources. Use books, pictures, interviews with persons in the building trades to help extend the list. Categorize all the building materials in a chart similar to the following:

BUILDING MATERIALS

	EXTERIOR	INTERIOR
RENEW-ABLE	Wood: shingles siding	Paint Varnish Paper
NON-RENEW-ABLE		

or

ITEM	SOURCE	PRICE	ADVANTAGES	DIS-ADVANTAGES

POSSIBLE SUBSTITUTE	SOURCE	PRICE	ADVANTAGES	DIS-ADVANTAGES

The above chart is more appropriate for older students to organize information related to questions of function, durability, economics, aesthetics, and environmental impact of items used in home construction.

BATHOLOMEW AND THE OOBLECK

Random House, New York, N.Y. 10017

I. Compare the Oobleck with other materials

  A. Direct observation

  B. Mixing

  C. Measuring

II. Invent experiments

  A. Form an Idea Group. Dream up all the experiments that can be done with Oobleck.

III. Brainstorm for applications

  A. How many uses can you think of for Oobleck.

IV. Wrap up

  A. Which group has the best ideas, most interesting, most ludicrous, most original.

V. Extended Activities

  A. Imagine that King Derwin did not stop the rain of Oobleck -- finish the story.

  B. If you could develop a favorite machine, what would it be, and why?

  C. Stage a mock courtroom trial in which Bartholomew and King Derwin are tried for environmental pollution.

  D. Summarize the findings of a committee to discuss the effects of Oobleck on the world.

  E. Present a psychedelic light show by placing clear Oobleck on a plastic film on an overhead projector. Add some food coloring, some music and turn out the lights.

SNAKES

1. About how many kinds of snakes are there?
2. Tell how a snake moves.
3. What kind of animal is a snake? How do you know?
4. Explain a snake's "legs" and "feet".
5. Which regions have no snakes? Why?
6. What are the four types of poisonous snakes in the United States? Where is each kind found?
7. Why will pulling a snake's fangs not make him harmless?
8. How are some snakes useful?
9. Would you expect to find snakes in big underground caves? Why?
10. Do rattlesnakes warn you by rattling their tails before striking and biting?
11. Explain how a rattlesnake bites.
12. Explain how a cobra bites.
13. Compare a rattlesnake bite and a cobra bite as to which is worse.
14. Can you tell how old a snake is by the number of its rattles? Why?
15. Does a baby rattler hatch from an egg?
16. What is the largest known snake and where is it found?
17. What is the longest poisonous snake in the world?
18. What is the heaviest poisonous snake in the world?
19. Explain the hearing process of snakes.
20. Why does a snake stick out its tongue so much?
21. How can one tell how many ribs a snake has?
22. Explain why some snakes feel cold and some feel warm.
23. Explain estivates.
24. Explain how a snake can eat something two or three times as big as itself.
25. How do the coral (poisonous) snake and a harmless snake of the same colors differ?
26. Draw and color your favorite poisonous and non-poisonous snakes. Tell why each is your favorite.
27. Make a collection of snake pictures and classify as to poisonous or non-poisonous.
28. Design a safe method to capture a snake.
29. If you could start a new type of snake by taking different parts of known snakes, describe how your very own snake would look, eat, live, etc.

SOURCE: Flora Headrick, Teacher, Gifted Program, Raleigh School,
Raleigh, MS 39153.
PERMISSION GRANTED.

A MINI-STUDY ON

LEAVES

INTRODUCTION: What more appropriate time to study leaves than Autumn When they are splashed with vivid color? What makes the color? What are leaves good for--just beauty? What can man do with leaves? These and many more questions will be answered in this mini-study on leaves.

EXTENDED STUDY TRIPS: School library
Parish (County) Library
Trips around the block or some wooded area to gather different kinds of leaves)

TIME REQUIRED FOR THIS STUDY: Ten hours. GRADE LEVEL: 1-4.

BEHAVIORAL OBJECTIVES: Through the use of provocative questions and extended study trips to the library (ies), the students will be able to answer in written form the questions generated.

Through the use of visual aids, the student will be able to draw a leaf and refer to its three parts and label them.

THINKING-FEELING BEHAVIORS		LESSON ACTIVITIES	TEACHING STRATEGIES
Curiosity	1.	Ask: When do the leaves appear? How long do they stay on the trees? How does a tree use its leaves? How do we use leaves? Do animals use leaves? How? When? Can you think of other ways people and animals use leaves?	Provocative Questions
	2.	Ask: Would you like to find the true answers to all of these questions?	
Flexible Thinking	3.	Brainstorm to come up with alternative questions of interest.	
	4.	Ask the students to choose some of the questions to research. Give each student an index card. At the top of the card he is to write the source of the information.	Organized Random Search
Risk-taking	5.	Each student will add to the body of knowledge tree in the room by giving the results of his research.	
Complexity	6.	Give each student a piece of paper. Ask him to label the blade, the petal and the stipule. (Students will draw a leaf later, using a leaf as a model and will compare this leaf with the modeled one.) Ask: Why do you think that those parts were labeled as that when scientists or biologists worked on this?	Attributes Provocative Questions

FIELD TRIP

BEHAVIORAL OBJECTIVES: Through the use of discussion the students will be able to establish rules for a field trip through brainstorming.

Through the use of a resource person, the students will be able to ask questions generated about leaves.

Through creativity, the students will be able to present research on leaves.

Through boundary breaking the students will express intuitive feelings.

THINKING-FEELING BEHAVIORS		LESSON ACTIVITIES	TEACHING STRATEGIES
Curiosity	1.	Explain to the students that we will be taking a trip (around the block, to the nature trail, or to a wooded area. If to the nature trail or a wooded area, have a resource person from the State Forestry Department to come along).	
Flexibility	2.	Tell the students that we should first set up some rules: Have the students brainstorm rules for this particular trip.	Evaluate Situation
Curiosity	3.	Go on the trip. Students will gather leaves.	Organized Random Search
Imagination	4.	Place the leaves on display upon return. Hold a "hands-on" study. Talk about the leaves. Have each child choose a leaf that he would like to "be". Have them close their eyes. Ask: Are you short or long, or in-between? Are you ribbed, rounded, pointed? Are you rough or smooth? Are you stiff or soft? Are you light or heavy? Are you scented? Then ask each child each child--in repeating the above questions--what kind of person would you be according to the answers given about your leaf?	Intuitive Expression
Curiosity	5.	Have the students research their leaf by asking questions of the resource person from the State Forestry Department, and by research in books.	Skills of Search
Original Thinking Risk-Taking	6.	Have each child find the origin of his/her tree. Have the student, in reporting to the class about the research include a creative presentation or representation of the origin of his/her tree.	Skills of Search Visualization Skill
	7.	Have the students come to a decision in choosing a tree on campus to be visited in spring, summer, fall, and winter. Students may want to draw pictures of the tree in each season and write poems during that season about the tree.	Creative Writing Skills Visualization Skills

ART ACTIVITIES

BEHAVIORAL OBJECTIVES: Through the use of brainstorming the students will answer provocative questions.

Through the use of art and original thinking the students will produce leaf rubbings.

THINKING-FEELING BEHAVIORS	LESSON ACTIVITIES "Leaf Rubbings"	TEACHING STRATEGIES
Curiosity Fluency Flexibility	1. Ask the students: What do these sayings or words remind you of--"rub me the wrong way," "rub-a-dub-dub," "rub down," "rubbings"? Students will brainstorm these sayings.	Analogies Provocative Questions Tolerance fo Ambiguity
Original Thinking	2. Students will use the leaves gathered to make unusual prints with leaf rubbings.	Visualizatio Skill
Original Thinking	3. Give the rubbing a name; write a poem or story about the rubbing.	Creative Writing Skill
	* * * * * "Leaf Preservations"	
Fluency Flexibility	1. Ask: What does preservation mean? What are some things that we try to preserve?	Provocative Questions
Fluency Flexibility Elaboration Originality Imagination Curiosity Risk-taking Complexity	2. Use CREATIVE PROBLEM SOLVING to attack the question: "How can we change society to preserve our forests? (Students should have already have had the opportunity to search through the Reader's Guide to find facts about our forests and damage done to them by man and insects. The resource person may be good to use for this, also.) Another question or situation may arise from the research that may be quite effective with the group.	Organized Random Search Study Creati People and Process.
Imagination	3. Make Leaf Preservations. Place firm leaves between wax paper. Lay the wax paper on several thicknesses of newspaper; cover with more newspaper; then press with a warm iron.	Visualization Skills

BRAINTEASER ON LEAVES

BEHAVIORAL OBJECTIVES: Through the use of a brainteaser the students will be able to use flexible thinking to complete the brainteaser.

THINKING-FEELING BEHAVIORS	LESSON ACTIVITIES	TEACHING STRATEGIES
Complexity Flexibility	1. Present the students with the brainteaser. The Unidentifiable Flying Leaves or I.F.L.'s	Tolerance for Ambiguity Discrepancies

Once there were four leaves that were sleeping one night when a big wind came by and blew them our of their beds. These leaves lived on four different streets. The leaves were all unique--one was yellow, one was brown, one was red, and one was orange. The streets were Oak, Maple, Ghinko, and Elm. Get each leaf back home.

(a) The Red Leaf belonged on the street that had a syrup factory down the block.
(b) The Yellow Leaf did not belong on the street that was full of acorns.
(c) Elm Street and the street that had all brown leaves were side by side.
(d) The Ghinko Street's leaves were not brown.
(e) The Ghinko Street was beside the street whose leaves were orange.

USE a grid for solving the brainteaser.

	R	Y	B	O
O				
G				
M				
E				

ANSWER TO BRAINTEASER:

Maple - Red

Ghinko - Yellow

Oak - Brown

Elm - Orange

THREE THINGS-TO-DO LEARNING CENTERS
ABOUT LEAVES

HAIKU CENTER

INSTRUCTIONS:

Haiku--what is it? Look in the encyclopaedia to find out more about Haiku. Let each student write some Haiku poetry about Leaves.

A CHANGE OF CLOTHES CENTER

INSTRUCTIONS:

What does the coathanger remind you of: Lift each piece of clothing and do what it tells you to do.

1. Do leaves have gender? Do trees have gender? There has been much controversy over the Women's Rights Movement. Find out what this is. Write a story that deals with rights BUT make the characters TREES!!

2. Why do you change clothes? Do you have different kinds of clothes? Do trees have different kinds of clothes? Why do they change clothes?

3. What time of the year do you like trees best? Why? What kind of clothes do they have on then? What kind of clothes do you have on? Is there a difference in the amount of clothes that each of you have on?

4. Do some trees never change clothes? Why? What are these trees called? Can you find any of these trees in the Bible? What was the symbolism? What does "evergreen" mean to you?

5. Go to the library and find the poem "Trees", by Joyce Kilmer. How does it make you feel? Read it to someone, with expression. How does it make him/her feel?

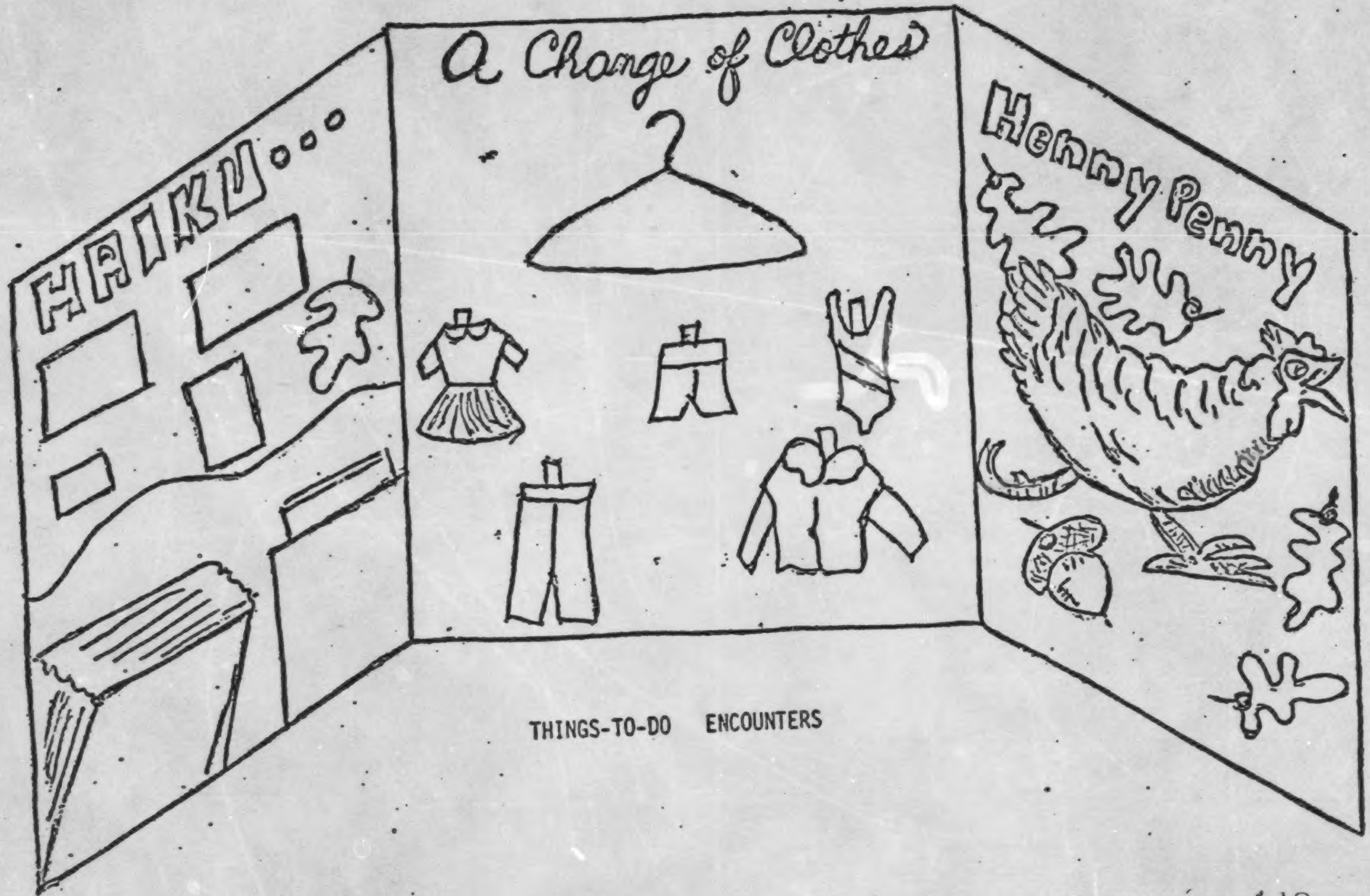
HENNY PENNY CENTER

INSTRUCTIONS:

Lift the leaves to find out what to do.

1. Read the story about Henny Penny.
2. What does this mean? "Big trees from little acorns grow."
3. What was Henny Penny's big mistake?
4. Are you guilty of this mistake--of jumping to conclusions?
5. How could Henny Penny have used the CREATIVE PROBLEM-SOLVING PROCESS to escape her awful fate?

SOURCE: Beverly I. Davis, Teacher-Gifted, Grenada Municipal Separate School District, Lizzie Horn Elementary School, Grenada, MS 38901. PERMISSION GRANTED.


HAIKU...
a Change of Clothes
Henny Penny

THINGS-TO-DO ENCOUNTERS

TREES

A Mini-Unit

for Grades 4 - 6

INTRODUCTION

The forest cradled the early form of life that was to become Man, shaping him into what he is today. Thus Man became an efficient member of the forest community--a superior hunter and gleaner.

Later as he discovered the benefits of agriculture, the forest became an obstacle to be removed. In many places in Europe and the British Isles, the forests were all but wiped out.

From such places came the first settlers to America. Their biggest task at that time was to clear the forests for fields. Some of the trees they used, but most were piled and burned. The disastrous results in many areas are now familiar stories.

We in America began to realize the need to protect our forests less than a hundred years ago. We began to manage scientifically, and wisely use some of our forests around the turn of the century. Finally, we are beginning to understand our forests.

We must strive to know ahead of time the impact on the forest of every action we take or do not take. Above all, we must try to comprehend what our future on earth would be like if we push our forest resources too far, and what exactly is "too far"!

Almost all knowledgeable people suspect that the human race needs forests for survival!

OBJECTIVES

1. To become acquainted with the most common forest trees;
2. To appreciate trees as being useful as well as beautiful
3. To inspire further study of the management, wise use, and development of forest resources.

RESEARCH ACTIVITIES

Read and study the following leaflets and booklets:

- How a Tree Grows
- Ten Lessons in Forestry
- Smokey Bear's Story of the Forest
- Important Trees of Eastern Forests
- How Trees Help Clean the Air
- "Trees" in World Book Encyclopaedia
- The First Book of Trees
- Any other references you may search out or have access to

OTHER ACTIVITIES

View Filmstrips:

K-29 "Identifying Common Trees"
L-32 "Forest Resources"

Make a leaf collection. May be leaves or leaf prints.

Make a bark display.

Make a diorama including animal life, if you wish.

Design a method for identifying trees.

Make a scrapbook of forest scenes including what is good or bad practices about each scene.

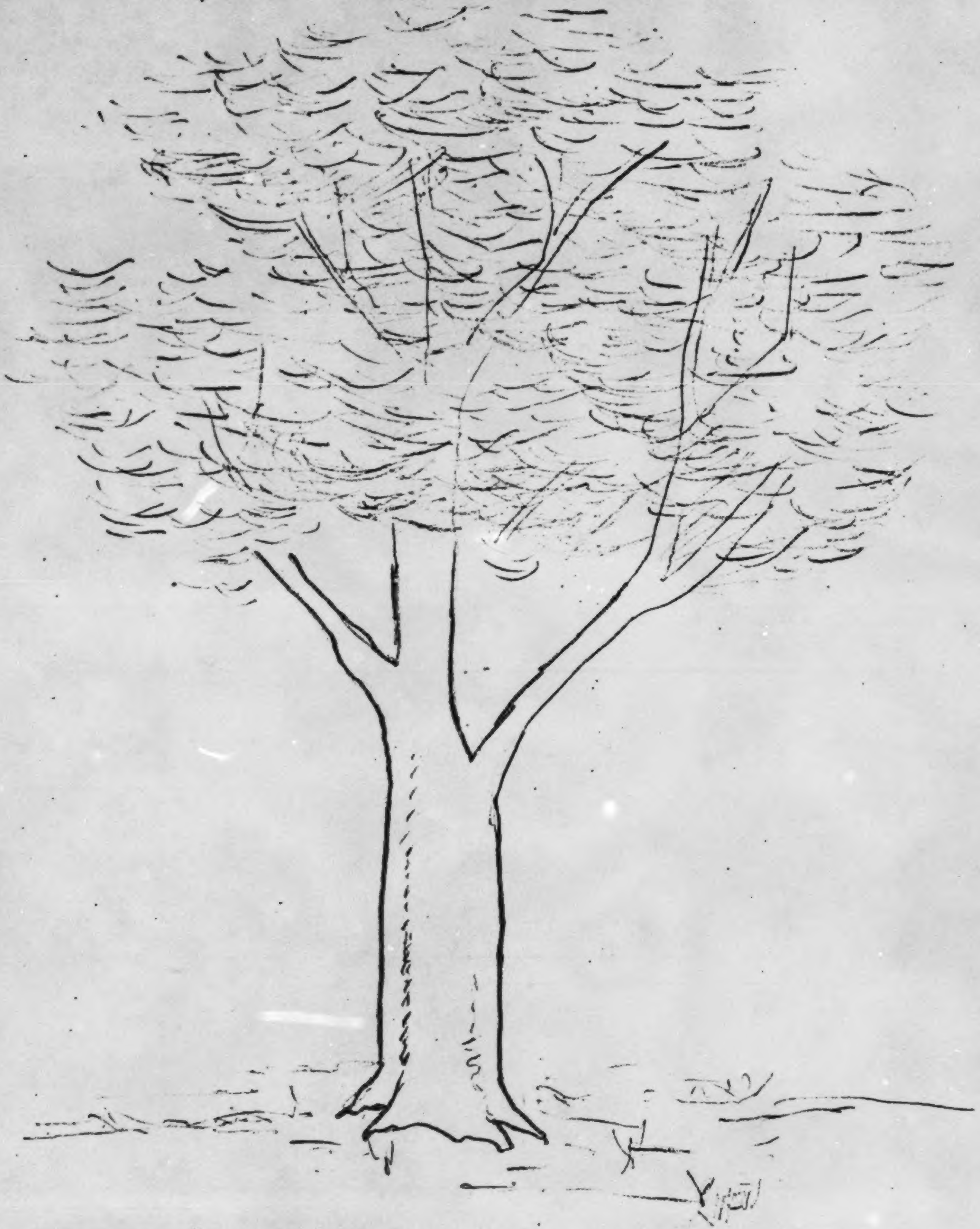
You have just obtained a tract of land covered with trees. What will you do with it and why?

Answer the questions on this page and the next one.

Work the "Only God Can Make A Tree" puzzle.

TREES QUESTIONS

1. Where does the Ombu tree grow?
2. Tell two interesting facts about its wood.
3. What are the world's largest seeds and how much does one weigh?
4. Name two main groups of trees.
5. What are the oldest trees? Where are they found?
6. What makes a tree's food?
7. Trees which keep their leaves all year long are ________________.



8. Trees which lose their leaves in autumn are ____________________.
9. What is the most valuable part of a tree?
10. What are plants with soft juicy stems called?
11. Explain how trees help preserve the balance of gases in the atmosphere.
12. About how many kinds of trees grow in the United States?
13. What are scientists who study plants called?
14. What is Mississippi's state tree?
15. What does conifer mean?
16. What does petrified mean?
17. Where is Mississippi's famous petrified forest located?
18. Name three main parts of a tree.
19. What gives a tree its shape?
20. How do tree ferns reproduce?
21. What is the large, main root of a tree called?
22. What are two main kinds of leaves? Describe each kind.
23. What does germinate mean?
24. How much of a tree's wood is water?
25. How can you tell how old a tree is?
26. What is a "mixed forest"?
27. How do forests spread?
28. When is the best time of year to transplant a tree? Why?
29. In what four ways do trees differ from all other plants?
30. Name four common needleleaf trees.
31. Name six common broadleaf trees.
32. Name six fruit trees.
33. Which broadleaf tree do we use in celebrating the Christmas season?
34. Name three needleleaf trees we may use at Christmas time.
35. If you could have any tree you want, which would you choose? Why?
36. Describe conditions necessary for trees to grow well.

SOURCE: Flora Headrick, Teacher, Gifted Program, Raleigh School,
Raleigh, MS 39153.
PERMISSION GRANTED.

ONLY GOD CAN MAKE A TREE

X	T	E	S	O	T	A	Y	P	E	A	R	I	H
S	O	E	O	O	S	E	L	M	C	R	A	M	C
S	O	I	T	H	W	U	S	D	N	G	I	F	E
A	L	R	O	A	M	U	L	P	E	P	I	N	E
C	E	E	T	W	M	A	O	K	A	R	E	B	B
C	C	E	D	A	R	A	P	E	C	A	N	W	I
U	U	L	C	C	K	I	R	L	N	O	O	W	R
Y	R	P	H	O	L	L	Y	D	E	T	O	I	C
R	P	P	E	A	I	O	O	E	P	U	A	L	H
O	S	A	R	L	N	C	O	R	S	N	O	L	I
K	S	C	R	P	G	U	R	R	A	L	P	O	P
C	H	Z	Y	J	O	S	H	U	A	A	X	W	A
I	K	A	O	N	A	T	T	A	A	W	A	A	N
H	E	M	L	O	C	K	R	E	P	I	N	U	J

You won't find all these trees growing in any part of the United States. In fact, it would take a long vacation to see all 36 of the varieties in this puzzle.

ALDER
APPLE
ASH
ASPEN
BEECH
BIRCH
CEDAR
CHERRY
ELDER
ELM
FIG
FIR
HEMLOCK
HICKORY
HOLLY
JUNIPER
JOSHUA
KOA
LARCH
LOCUST
MAPLE
OAK
PEAR
PECAN
PINE
PLUM
POPLAR
SPRUCE
SUMAC
TANOAK
TESOTA
WAHOO
WALNUT
WILLOW
YEW
YUCCA

SOURCE: Flora Headrick, Teacher, Gifted Program, Raleigh School, Raleigh, MS 39153.
PERMISSION GRANTED.

"Imagine That"

A MIND-STRETCHING MINI-LESSON

An Exercise in Creative Thinking

A. Objectives: To look at everyday things from a new angle; to practice creative problem-solving; to stimulate divergent thinking skills.

B. Method: Divide class into small groups. Each group chooses a slip of paper which has an "imagination-stretcher' printed on it. Groups then have a specified length of time to discuss, plan, talk over, and decide how to present their creative product to the rest of the class. They may choose skit, pantomime, operetta, panel discussion, "movie", written report, etc. Anything goes!

TYPES OF "STRETCHERS":

1. Imagine that human beings have three legs instead of two--what changes would occur in our everyday life? Consider clothing, house design, sports, furniture, transportation, etc.
2. It is the year 2135, and water is very scarce. Design a house keeping this in mind. How would this scarcity affect bathrooms, kitchens, building materials, architecture, etc.?
3. You are a caveman sitting around the cave one evening. You discover music! How did you do it? What did you feel like? How did the other cave dwellers react? What will you call this strange new sound? Will you be able to do it again? Tune in again tomorrow and find out!

C. Follow-up: Groups share their inventiveness with each other. Let class members devise their own "imagination-stretchers". Make a Quiz Show-type game of it: Teams compete to come up with the most creative answer to a problem. Share with another class. Put together a class booklet of "stretchers".

D. For further reading: Put Your Mother on the Ceiling: Children's Imagination Games. Richard DeMille, Viking Press, 625 Madison Avenue, New York, New York 10022.

SOURCE: Sara J. Lowe, Coordinator, Gifted and Talented Programs, Montgomery County Schools, 451 West Third Street, Box 972, Dayton, Ohio 45422. PERMISSION GRANTED.

EXPANDING FRONTIERS

A MINI-UNIT

I. INTRODUCTION:

Every day hundreds of jet planes make the trip from New York to Los Angeles in a matter of hours. It is hard to imagine that a little more than a hundred years ago that journey would have taken months, and it would have been considerably less comfortable than traveling in the cabin of a modern jet plane.* Pushing back the westward frontier was a colorful and exciting era in our Nation's growth. The rugged pioneer and his struggle to carve out a new life in the vast wilderness becomes a thrilling adventure for today's youth.

II. OBJECTIVES:

1. To trace the main stages of the westward movement
2. To determine the major obstacles to settlement
3. To determine the capital needed by the pioneer for equipment, reserve supplies, money, etc.
4. To develop an understanding of the nature of the pioneer and his quest for adventure and a new life
5. To understand the roles of the frontier family members and to contrast frontier life with life today
6. To develop understanding of the cultural differences between the Indians and the settlers
7. To understand the customs, values, and feelings of children who have lived in other localities
8. To encourage Frank Williams' objectives for teaching thinking and feeling.

III. RESEARCH AND GROUP DISCUSSION:

To encourage: Fluent thinking and courage to risk an answer

Using strategies: No. 5 - Provocative Questions

No. 9 - Skills of Search

This study is based on the book Little House on the Prairie by Laura Ingalls Wilder. Supplementary books such as social studies texts or reference materials may be used to give added background to that period of our national growth. It is suggested that certain chapters be assigned for reading and that group discussion be utilized as a means of sharing the information gained from the story.

IV. VALUES CLARIFICATION:

To encourage: Courage to risk an answer and complexity

Using strategies: No. 2 - Attributes

No.14 - Evaluating Situations

Suggested Activities and Situations:

A. There is a wagon train going to California on which there is space for one more traveler. You want very much to go on that trip. It is your job to convince the wagon master that you can contribute something positive to the trip. Write him a letter explaining why you want to go and what contribution you can make to the success of the trip.

B. Make a chart showing the number of times each child in the group has moved. If possible, discuss and list the reasons for moving. Discuss also how the children felt about the move, what things they left and what new things and new friends they found. Make a map showing where each child has lived previously. Use ribbon or colored yarn to show the moves.*

C. Make a chart showing the responsibilities of a man in 1976 and one showing what the responsibilities would have been in 1876. Do the same for women and children.

D. Role-play the situation of a family in 1976 deciding to move to Alaska because the father of the family wants to have open space around him. If possible, tape-record the dialogue. Try to include mother, father, and children as roles to be played. Play back the dialogue and hold a class discussion. What values were evidenced by the characters?*

E. Let each child make two lists--one containing those things he considers necessities and the other things he considers to be luxuries for the pioneer. (Keep in mind what kinds of things were available then.) As a group, select a limited number of necessities and luxuries that they would include on a trip west.

F. Select a task card from Keys to Understanding Mankind. Have each pupil study a character of his choice from Little House on the Prairie by using a task model.

Suggested Task Card:

UNLOCKING IDEAS - Every man is an individual

DIRECTING ACTIVITY - An individual is the total of all his characteristics. Find the characteristics which make the character you are reading about an "individual".

MODEL THINKING:

Characteristic + Characteristic + Characteristic

Characteristic + Characteristic + Characteristic

Characteristic + Characteristic + Characteristic

= sum total (description) of the individual

V. CREATIVE WRITING

To encourage: Original Thinking, Elavorative Thinking, and Imagination

Using strategies: No. 11 - Intuitive Expression

No. 17 - Creative Writing Skill

A. Pretend you are on the wagon train with the Ingalls. Write a letter to someone you left behind telling of the adventures you are experiencing. Use events in Little House on the Prairie as ideas for your letter. On the display board place a large drawing of a mail wagon. Display letters on the wagon.

B. Pretend you are making the trip west with the Ingalls. Keep a diary of your trip.

C. Write a story called "My Life as an Indian Head Penny", which tells the life story of the coin beginning with its minting and including its owners and experiences.+

D. The Talking Map - Make a large map of the United States showing the Oregon Trail. Add cutouts of covered wagons, campsites, and so on, to make the display more interesting. Write a story highlighting events that occurred or might have occurred along the trail. Number the events in your story; then place corresponding numbers on the trail where they occurred. Tape-record the story. Be sure to refer to the number shown on the map that corresponds to each event in your story before telling what occurred there. Display the map on a display board and place the tape recorder near it. Students can experience a "real-life" journey on the Oregon Trail.+

(Some of the writing ideas are similar, thus allowing for pupil choices).

VI. CRAFTS:

To encourage: Elaborative Thinking and Complexity

Using strategy: No. 18 - Visualization Skills

A. Make the learning display board "Pioneers Go West".

B. Select from the following pioneer crafts:

1. Patchwork quilt *
2. Log Cabin *
3. Covered Wagon
4. Corn Husk Doll
5. Pioneer Cornbread *
6. Pioneer Butter *
7. Candlemaking *

VII. BRAIN TEASERS:

To encourage: Flexible Thinking, Curiosity, and Complexity

Using strategies: No. 8 - Organized Random Search
No. 10 - Tolerance for Ambiguity

A. Make a word-find puzzle using words from Little House on the Prairie that pertain to life on the frontier. Exchange puzzles with a classmate.

B. Make a number-find puzzle using important dates relating to expanding the American Frontier.

C. Work the "Pioneer Puzzle" (crossword puzzle supplied in the Prairie Pioneer Kit - See Sources below.)

D. Write a logical elimination problem using pioneer characters as the subjects of the problem.

SOURCES:

1. Arrow Scholastic Book Club, Prairie Pioneers (a guide to Little House on the Prairie by Laura Ingalls Wilder)
* items are from this source.

2. Hornick, Joanne, Elementary Creative Bulletin Boards, Citation Press, New York, $1.75.

3. Maloney, Mary Landis, Happy Birthday USA, The Instructor Publications, Inc., Dansville, New York 14437.
+ items are from this source.

4. Williams, Frank E., Classroom Ideas for Encouraging Thinking and Feeling, D.O.K. Publishers, Inc., Buffalo, New York 14214.

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SOURCE: Developed by Mrs. Margaret Carmean; Vivia Gunn, Coordinator, Special Programs, Clinton Public Schools, P. O. Box 300, Clinton, MS 39056. PERMISSION GRANTED.

"The Mound of Pitsburg"

A MIND-STRETCHING MINI-LESSON

An Exercise in Historical Method

A. Objectives: To teach the skills of careful observation, classification and comparison of data, and deductive reasoning.

B. Method: Hand out copies of the "Metropolis News" (following page) Read and discuss the archeological find. Relate to recent or well-known discoveries, such as King Tut. Talk about the "detective" methods archeologists use. Let students tell of personal experiences in this area, such as hunting for old coins, researching family trees, looking for Indian artifacts, etc. When students understand what the assignment is, let them proceed independently.

C. Follow-up: Come together as a group to share reports; pool findings to produce as comprehensive a picture about the coins as possible. Share with another class. Choose other artifacts--toys, kitchen utensils, a car, a television--and see what you can deduce about civilization from them. (Maybe your students can come up with a complete "Amateur Archeologist" interest center.) Contact the local museum for further study in this area; do a unit on research skills; find a local archeologist and persuade him/her to visit the class and talk about archeology.

D. For interesting reading: Ancestral Voices: Decoding Ancient Languages. James Norman, Four Winds Press, 50 West 44th Street, New York, New York 10036.

SOURCE: Sara J. Lowe, Coordinator, Gifted and Talented Programs, Montgomery County Schools, 451 West Third Street, Box 972, Dayton, Ohio 45422. PERMISSION GRANTED.

THE METROPOLIS NEWS

Metropolis, Pawvao ---- 18 Trium, 3012 A. D.

ARCHEOLOGISTS UNEARTH MORE ARTIFACTS FROM THE MOUND OF PITSBURG

Six Coins in Series Delight Historians

Blairsville, Paw. (U.N. Press) -- Archeologists digging in the recently discovered "Mound of Pitsburg", now known to have been the site of a metals-producing center in the period from 1820 to 2050, today uncovered a number of interesting relics of the Age of Anxiety.

The scientists and historians are particularly happy with six coins which they believe constitute a series in the order of their value in exchange.

While some of the coins were badly corroded, the researchers were able to identify the silver coins as those the Americans called the "dime", the "quarter dollar", and the "half dollar". There were two dimes--one with the image of a man on its face, and the other bearing the image of a woman.

Two of the coins were so badly corroded as to make identification very difficult. They were finally identified, however, as the copper "cent" and the nickel "five-cent" pieces.

It is believed that the clues furnished by these coins will enable historians to clear up some of the mysteries still shrouding the civilization of the United States of America. The historians hope that they can deduce from this newly discovered evidence some aspects of the American value system.

It would also be interesting to know whom they regarded as their greatest man.

Perhaps too, the historians suggest, these coins will afford some clues toward solving the question of why these Americans dug precious metal out of the earth, refined it, cast it into bar-shaped pieces--and then buried it again in deep caves well guarded by soldiers.

Imagine that you are living in 3012 A.D., and that you are one of the historians charged with interpreting the meaning of the data furnished by these coins.

Your job--to deduce from these clues as much as is validly possible about the culture of the Americans who used the coins.

Your technique. While your instructor urges you to exercise your own ingenuity in the solution of this problem, it may not be amiss to suggest some lines of attack:

1. Secure the six coins.
2. Study each coin closely--obverse, reverse, and edges; the size and shape; the metal; the extent of decoration; etc.
3. Record your data (a chart form is suggested).

SOURCE: Sara J. Lowe, Coordinator, Gifted and Talented Programs, Montgomery County Schools, 451 West Third Street, Box 972, Dayton, Ohio 45422. PERMISSION GRANTED.

OVERCOMING A HANDICAP

A Mini-Unit

PURPOSE OF THE STUDY:

This unit should develop an awareness and understanding of the handicapped person, whose power of courage is unbelievable. Students should become aware that this power is within each of us, but only a few call upon it. It is a power that seems to have unmatched strength when men or women, boys or girls, are challenged by a handicap.

OBJECTIVES:

1. To become more aware of the handicapped person and his needs.
2. To develop an understanding of the anxieties and problems of a handicapped person.
3. To investigate procedures and new methods used in treatment of the handicapped.
4. To learn all possible about current means of educating different types of handicapped persons.
5. To provide an opportunity to develop skills of reading, writing, researching, listening, and speaking.

DEVELOPING STUDENTS' INTEREST:-

The teacher can help students develop interest in handicapped people in the following ways:

A. Different types of magazines (news, sports, "housewife," "teens," etc.) can be brought in for students to find and read articles on the handicapped. (Be sure that each magazine has at least one article.)

B. Books on handicapped people can be displayed and read.

C. Special interest field trips can be taken.
   1. to a Blind School
   2. to a Deaf School
   3. to a Rehabilitation Center
      a. Medical School Branch
      b. Vocational Rehabilitation School
      c. Other

D. Guest speakers can be scheduled
   1. Doctors, nurses
   2. Physical Therapists
   3. Psychiatrists
   4. Handicapped Persons

E. Display Boards on the handicapped can be exhibited.

To further broaden the students' knowledge, give each the following list of famous handicapped persons and have him find and list the handicap of each of them. You may want to add to the list.

After the student has done this, he may select one of the suggested persons, or any other handicapped person of his choice, and begin his project.

LIST OF HANDICAPPED PERSONS

Ludwig van Beethoven (deaf)
Helen Keller (blind and deaf)
Ray Charles (blind)
Franklin D. Roosevelt (crippled)
Glenn Cunningham (burned)
Sarah Bernhardt (lost leg)
Louis Braille (blind)
Elizabeth Barrett Browning (invalid)
Lord Byron (club foot)
Francisco Goya (deaf)
Ben Hogan (injured in automobile accident)
John Milton (blind)
Winston Churchill (sturrer)
Roy Campanella (paralyzed)
Jose Feliciano (blind)
Stevie Wonder (blind)
George Shearing (blind)
Juan Belmonte (twisted and deformed body)
Grover Cleveland Alexander (epilepsy)

PROJECTS

I. ENGLISH (written report on a handicapped person)

A. Requirements of report
   1. Illustrated cover
   2. Neatly written in student's own words
   3. One and one-half or two pages in length
   4. At least two references

B. Questions to be answered in report
   1. What was handicapped person's early life like?
   2. When and how did his handicap occur?
   3. How did it affect him and did he overcome it? How?
   4. What person influenced his life more than any other? How?
   5. In what did the handicapped person excel?
   6. Did he lead a happy or a sad life? Explain your view.

II. VOCABULARY

A. List new and interesting words.
B. Write definitions as they pertain to your report.

III. SCIENCE (research paper)

A. Describe handicap of the person.
B. Explain medical treatment person received.
C. Give examples of treatment(s) person might receive today (new methods, medicines, instruments, rehabilitation, etc.).
D. Discuss current means of educating this type of handicapped person.

IV. FINE ARTS PROJECTS (one activity required)

A. Make drawing of handicapped person.
B. Read and comment on person's work (literature: poem, story, etc.).
C. Illustrate through sketches and explain person's handicap (use transparencies, posters, etc.).
D. Describe and play musical composition of person (record, tape, etc.).
E. Prepare display board on person. Explain.

V. UP-TO-DATE PROJECTS (one activity required)

A. Show film or filmstrip about handicapped person to class.
B. Share recent magazine or newspaper article with class.
C. Visit a handicapped person or institution (blind, crippled, deaf, rehabilitation center); share experience with class.

VI. CULMINATING ACTIVITIES

A. Give oral report on handicapped person.

B. Use "Fine Arts Project" as visual or audio aid with report.

C. Share your "Up-to-Date" project.

EVALUATION:

Through evidence of daily observation, discussion, class participation, reports, and culminating activities, the teacher can ascertain whether the objectives of this unit have been met.

SOURCE NOT CONFIRMED; Adapted from a Unit which was
OBTAINED FROM: Flora Headrick, Teacher, Gifted Program, Raleigh School,
Raleigh, MS 39153.

TRANSPORTATION

A Mini-Unit

TIME FRAME: 3 to 4 Weeks GRADES: 5 - 6

INTRODUCTION

Man has been called a restless creature, constantly striving to reach that pot of gold at the end of the rainbow--always journeying a little farther in a little less time. Whether man desires that pot of gold or the journey to it may be unanswerable; but for whatever motivations, man's fundamental concern with overcoming the vastness of distance and time has resulted in a magnificent achievement in transportation.

It may come as a surprise to you to find that transportation remained essentially unchanged for a period of 5,000 years. Ever-advancing modes of transportation in the past 150 years have played a pivotal role in the ever-changing way of man's life on earth, especially in the twentieth century. Transportation plays an intimate and direct role in our daily lives. It may be the most important role in our future as man moves on toward the stars, or perhaps becomes hopelessly traffic-trapped in his own driveway. Let's see what we can learn about transportation and its effect on our lives.

OBJECTIVES

1. To trace and learn the historic development of transportation.
2. To discuss the tremendous impact of transportation on men and nations.
3. To investigate the problems created by transportation.
4. To gain experience in locating, organizing and interpreting relevant materials.
5. To encourage various modes of learning and varied approaches to solving problems.
6. To individualize learning experiences and allow for creative expression in oral development, art, drama, music, etc.
7. To involve the student in both the planning and implementation of the unit.
8. To inspire students to investigate areas of particular interest.

RESEARCH ACTIVITIES

I. Development of Transportation

Airplanes
Automobiles
Aviation
Baloons
Bicycles
Boats
Buses
Canals
Railroads
Ships
Trucks
Space Travel
Roads and Highways

Prepare an outline or time line showing the development of transportation throughout the years.

II. Role of Transportation Today

Prepare a report on the role of transportation and the effect on any nation's economy (directly or indirectly).

III. Twin Roles of Transportation and Communication

Research these "Siamese twins."

IV. Pressing Problems created by Transportation

Research problems and choose means to report to group: through oral report, written report, illustrative charts, etc.

OPTIONAL ACTIVITIES

I. Reporting

A. Refer to "The Year in Focus" (*World Book Encyclopedia*). Choose article to make report on, keeping these things in mind: new developments, problems, effects of the mode of transportation on our society today.

B. Refer to :The Year on File" (*World Book Encyclopedia*). "Latest word" on recent development in the fields related to transportation. Choose from automobile, aviation, railroads, or space travel to report on.

II. A "No Transportation" Activity

Suddenly all transportation (other than man's use of his two feet) disappears from our world. Imagine what would happen to your life, and soon to the whole society and world, if such an event were to occur. You may want to get other people's opinions through interviews. Choices of presentation may include:

A. Creative Writing
B. Creative Art - "before and after pictures"
C. Newspaper - Extra edition headlining the mysterious disappearance of transportation from the world.
D. "Get Going Again" campaign by engineers, scientists, and community leaders to get transportation revitalized.

III. Unusual Transportation

Study of various beasts of burden and uses of muscle-powered transportation still used in the world. Choices of presentation:

A. Pantomime
B. Verbal description
C. Art work depicting a particular animal used or an unusual way man transports using his own power.
D. Transportation Race
Guess where beast of burden or mode of transportation would probably be used and how. Give reasons for guesses.

IV. Making Friezes and Booklets

Make frieze or individual picture booklets depicting the historical development of land, air,and sea transportation, or of famous ships, planes, cars, trains, tec.

V. Model Shows

Prepare and put on model show for class. Emphasis can be on

1. Designing, manufacturing and testing of type of transportation you chose; or
2. Historic development of certain modes of transportation with model displays or illustrative materials of cars, planes, etc.

VI. Drama

1. Salesmen - Pretend to be a salesman or a politician making a speech to extol the virtues of your favorite mode of travel. Example: "When I'm elected President, everyone will buy bicycles because..." or "Who says roller skates are out?!!"
2. Biographies - Choose an inventor or developer of mechanized transportation. Presentation may include: skit highlighting an important event in life; assuming role of person and being interviewed by teacher or someone else.

A list of famous names includes:

Karl Benz
Richard Byrd
Peter Cooper
Gottlieb Daimler
Rudolf Diesel
James Doolittle
Frank Duryea
Amelia Earhart
John Fitch
Henry Ford
Robert Fulton
"Casey" Jones
Charles Lindbergh
Jean Piccard
George Pullman
George Stephenson
James Watt
G. Westinghouse
Wright Brothers
Ferdinand Zeppelin

VII. Word Study

Trace development of words found in study of transportation. Make a "Dictionary of Transportation" either written and illustrated, or taped for later private listening or reading sessions by interested class members.

VIII. Map Work

Depict on map kinds of transportation modes and location. Example:

"I'm an engineer and must build a bridge...highway...railroad ... here. OR "I'm a businessman locating a new factory that will ship out great quantities of goods".

IX. RESOURCES

A. Interview resource people such as truck driver, airport manager, travel agent, train engineer, etc.

B. Take Field Trips

Local centers of transportation such as airport, railroad terminal, bus depot.

SOURCE NOT CONFIRMED
OBTAINED FROM: Flora Headrick, Teacher, Gifted Program, Raleigh School,
Raleigh, MS 39153.

SIMULATIONS

SIMULATIONS

Robert L. Nelson, in The Gifted Child Quarterly, (56), quotes from *Homo Ludens* (Man the Player), by Huizinga, ". . . According to one theory play constitutes a training of the young creature for the serious work that life will demand later on. . . ." He says further that Huizinga "concludes that play is universal, permeating every feature of life. Its roots can be traced to the myths and rituals of prehistory."

For centuries "play" and "games" have been among the valuable tools educators use. Recently teachers are discovering motivational value in play and games by the use of "simulations"--activities that simulate real-life situations. Simulation--sometimes also referred to as "role-playing"--is one of the key techniques for values clarification or exploration. The inner world of childhood is revealed, examined, and utilized. As students share their experiences and ideas in playing out their roles, they gain insight into their own sense of values.

Nelson maintains that

> Learning games and simulations may be the most powerful means of tapping and releasing the potential in gifted children. These media are *made* for gifted because they accommodate and exercise the child's superior creativity, imagination, wide-ranging interests and abilities, and limitless energy. Unlike other media, which begin and end with themselves, learning games and simulations are ideally suited for the learner who thrives on discovery and endless testing of ideas.

The Game-Sim(tm) Series 1 program of California Learning Simulations has a kit of 85 reality-based learning simulations that have been used successfully with gifted students throughout the United States and Canada, according to their brochure. Known gifted users are in the following locations in Louisiana: Bogalusa, Lafayette, and Lake Charles.

Game-Sim was originally intended for students near grade eight who could benefit from "a good, solid dose of learning motivation."

According to many users, Game-Sim works best with gifted students at grades five through seven. However, some of the simulations can be used with gifted children at both higher and lower grades.

The very complete, detailed simulations from California Learning Simulations are printed on sturdy tagboard (and Xerox beautifully), are labeled as to Series, Level, Unit, and Activity Number, and each Activity comes in its own manila folder.

Three very interesting simulations, provided by Robert L. Nelson, Owner/Publisher, are listed below:

(1) UNIT 3 - ACTIVITY 12 - Series 1 - Intermediate Level -

EARTHQUAKE ANALYSIS (11 pages); reprinted on the following pages.

(2) UNIT 4 - ACTIVITY 9/10 - Series 1 - Intermediate level -

AIR-SEA RESCUE PLANNER (12 pages), covering Summary; Demonstrated Performance (Objectives); Materials; Teacher's Guide; Teacher's Answers (Rescue Map; Teacher's Answers (Rescue Time Worksheet); Air-Sea Rescue Analysis; Rescue Map; and Rescue Time Worksheet.

(3) UNIT 5 - ACTIVITY 1/2 - Series 1 - Intermediate Level -

DENTAL ASSISTANT SIMULATION (16 pages), covering Summary; Demonstrated Performance (Objectives); Materials; Teacher's Guide; Dental Records A & B and Tooth Test (Teacher's Answers); Dental Record A (Handout); Dental Record B (Handout); How to Use the Table-Top Tooth Guide; Table-Top Tooth Guide; Tooth Terminology; Tooth Test; Condition of Teeth Shown By Symbols; Dental Record; Dental Examination; and Models of Teeth.

A catalogue is available on request; for further information, write or telephone:

Robert L. Nelson, Owner/Publisher
California Learning Simulations
750 Lurline Drive
Foster City, CA 94404
(415) 349-2195

Activity 12

EARTHQUAKE ANALYSIS

SUMMARY

Students are cast either individually or in pairs as state-employed seismologists who map an earthquake fault line. The teacher's introduction sets the stage by focusing on the importance of earthquake study. The point is made that the long-term goal of earthquake prediction capability must be preceded by detailed study of phenomena that are presently only partially understood. After the teacher instructs the students in the correct use of the (paper) circular protractor and map scale, the students read a series of eyewitness accounts of earthquake damage. Each statement contains angle and distance estimates, which permit the students to plot points on a map. The finished map is a composite of both accurately observed points and several intentionally inaccurate ones. The student separates the spurious points from those lying in a smooth swath. The finished map portrays a fault line resulting from the accurate observations. A few remarks by the teacher on the relevancy of the applied skills concludes the activity. These skills include following oral and printed instructions, using a circular protractor to draw bearing lines on a map, and using a map scale.

DEMONSTRATED PERFORMANCE

1. Following the teacher's oral instructions and printed instructions, the student will extract angle and distance information from each of twenty short statements and plot twenty points on a map, each within one mile of its correct location.
2. Following the teacher's oral instructions, the student will connect points on a map with smooth lines, excluding spurious points.

MATERIALS

1. Pencils
2. A 12-inch ruler for each student
3. A pair of scissors for each student
4. A Student Activity 12 for each student. (If students are paired, one activity is used by the pair.)

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TEACHER'S GUIDE

1. In this activity, students may be cast individually or in pairs as state department seismologists investigating a newly revealed earthquake fault. The activity starts with a short introduction by the teacher that explains the work of public servants who strive to find ways to protect the population from threats of natural disaster. The point is made that in order to predict earthquakes, it will be necessary to amass a great quantity of reliable data. A short review of the student materials is followed by the teacher's instructions at the chalkboard on drawing bearing lines, using a circular compass and scale. The student's task is to read twenty short eyewitness accounts and extract three essential items of information from each (location, angle, and distance). Using the circular compass provided in the student material and a straight-edge (12-inch ruler), the student marks the observed points on an earthquake fault map. Some of the points are determined by simple triangulation (i.e., the eyewitness account gives two sighting angles from two different points; intersection of the lines produces the correct point). When the students have plotted all the points, they discover that some lie outside the "band" of the fault. They shade the fault area, excluding the spurious points. The completed maps are compared for accuracy, and the activity is concluded with a few observations by the teacher on the value of the applied skills in drawing the fault map. Principal skills include following oral and printed instructions, using a protractor to draw bearing lines, and using a scale.

2. Begin the activity by asking the students whether they believe their geographical area is safe from earthquakes. Ask the students why certain parts of the country (and world) are more susceptible to earthquakes than others.

3. Tell the class that every year about 2,000 earthquakes are felt by people in different places in the world. Of these, however, only ten to twenty are strong enough to cause serious damage or death. Most earthquakes occur in land masses that border the Pacific Ocean. Earthquakes can occur, however, wherever the enormous slabs of rock beneath the earth's surface, called "plates," are in movement. Plates can be hundreds of miles long and are believed to be about ten miles thick. The place where

two plates meet is called a "fault." Fault lines can be hundreds, or even thousands, of miles long.

4. Point out that plates can be locked together owing to roughness of their edges. Enormous forces originating deep within the earth can build up and suddenly cause two plates to become unlocked. When this happens, there is an earthquake. The result can vary from a slight jarring of the ground to the cataclysmic wrenching of mountains, lakes, and above- and below-ground rivers. At its greatest force, an earthquake can destroy all the works of man in a locality in minutes. Earthquakes on the ocean floor can generate waves capable of devastating whole coastlines.

5. Tell the students that in modern history the most devastating earthquake in the United States occurred almost 70 years in San Francisco. Plates along the San Andreas fault slid as much as twenty feet along a 250-mile distance. In one instance, the path to a house ended up twenty feet from the doorway. The worst damage occurred in San Francisco, where the earth was thrown into waves that broke the pavement into huge cracks. Houses collapsed by the hundreds, and overturned stoves and destroyed chimneys started fires all over the city.

6. After burning for three days, despite heroic efforts by firemen to extinguish it, the fire had destroyed almost fifty city blocks. The homes of almost a quarter of a million people were destroyed, as were thirty schools, eight churches, and scores of businesses. In all, some 700 died from the earthquake and ensuing fire. It was necessary to rebuild the city virtually from the ground up.

7. Tell the students that numerous earthquake faults mark the western United States. In recent years, seismologists have begun to place along fault lines instruments capable of detecting the minutest movement of the ground. From this data, they hope to learn how the forces within the earth build up and release. It is the hope of scientists all over that someday there will be a way to predict earthquakes.

8. To accomplish this seemingly impossible goal will certainly require the collection of formidable amounts of data. The acquisition of such data has been underway for many years. Techniques are being perfected to

store the data in computers so it may be retrieved and manipulated in various ways.

9. Tell the students that although only one earthquake in 10,000 causes great damage in California, each one is an opportunity to add to the store of knowledge. Accordingly, immediately after an earthquake, especially in areas where they have been unknown, seismologists and technicians rush to interview the population. The interviews can provide indispensable information on the earthquake's character. From information gathered over a broad area, the seismologist can gain an overview of the way the shocks traveled. By correlating interview data with inspection of actual damage, much can be learned about the earthquake's destructive power.

10. Tell the students that despite the untiring efforts of people in the field of seismology, there are as yet no ways to predict earthquakes. Some assert that even if there were, an earthquake warning would cause mass disruption of life. Would people accept a warning and voluntarily leave their homes? Where would they go? Who would stay behind to care for the city's power and water supplies. Who would guard against looters? Would those committed to staying behind be doomed?

11. Point out that most of the findings of earthquake studies have been directed toward safeguarding buildings. Numerous earthquake resistive designs have been tested on massive vibration tables. Findings from such tests have been applied to improving building foundations and structures to improve their safety during an earthquake.

12. Tell the students that in this activity they will be in the role of state department of the interior seismologist. Their job is to gather and analyze information after an earthquake. Specifically, they will plot points to show a fault line on a map. Stress the fact that such maps are extremely important. They are being used increasingly to determine prohibited building boundaries for structures ranging from one-family homes to nuclear power plants.

13. Students may be assigned to work either individually or in pairs. Hand out a Student Activity 12, a 12-inch ruler, and a pair of scissors to

each student (or pair, as the case may be). Lead students through the materials, and explain how the activity will be performed.

4. It may be necessary to spend a few minutes at the chalkboard instructing the students in use of the circular protractor and scale. Point out that the small circular protractor in the student activity is used for drawing direction angles. By punching a small hole in the center of the protractor and placing it over a point on a map, the student can determine what lies in the path of any direction line by simply extending the line with a straight-edge.

5. Go over the numbers on the periphery of the protractor, pointing out the relationships of 0° (and 360°) to north; 90° to east; 180° to south; and 270° to west. When the students indicate an understanding of the circular scale, quickly review the map scale.

16. Point out that the Earthquake Fault Map scale is $\frac{1}{4}$ inch equals 1 mile. Show the students how the circular protractor is placed over a point and how a line is measured from the center of the protractor along a degree line. Tell the students they will use this technique to plot earthquake damage points on the map.

17. Tell the students to start reading the recorded interviews and mapping points. Some students may complain that a few of the observations contain angle information but not distance information. In those cases tell the students to draw in the direction lines as indicated. It will become evident that the point is produced by the intersection of two direction lines, neither of which is accompanied with distance information in the eyewitness account.

18. When the students have recorded about half the points, gain the attention of the class, and ask whether the points are falling on a fairly smooth curve. Point out that some of the observations are in error. The fault line curve should be unbroken. Tell the students to shade in the area they believe to be the dominant fault line. Accuracy will be determined by such factors as dexterity, carefulness with which the protractor is held, thickness of the pencil point, and so on.

19. Rather than have the students strive for extremely accurate measurements, endeavor to have them concentrate on reconciling the correctly and incorrectly observed points. Point out that this map is intended to be only a preliminary survey. Later, rangers and geologists will make a survey to assess damage. In doing so, they will bring out much more detailed information.

20. When most of the students have finished, have them compare their maps by holding them up to a strong light. The correctly drawn fault area should appear as a gentle swath that moves from the upper right-of-center to the lower-right center. In view of the inaccuracies in the paper protractor, allow for a reasonable degree of deviation from a precisely drawn version.

21. Ask the students to comment on the degree of fidelity of the activity with their conception of how a seismologist would draw an earthquake fault map. Ask what, if anything, the seismologist might do differently. Conclude by telling the students that the techniques they used are similar to those typically employed in making preliminary maps which show effects of simultaneously occurring events.

22. Mention that "real life" field interview forms are necessarily detailed. They ask such questions as: What type of house were you in? Were you sitting or standing? What sounds did you hear?

23. Tell the students that if a seismologist lacked the ability to read and interpret observers' comments, and if were unable to plot fault lines on a map, he could do little to advance knowledge about earthquakes.

24. Collect student material, and check it for Demonstrated Performance.

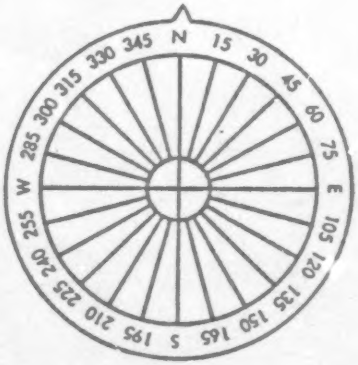
SEISMOLOGIST'S GUIDE

____
(Name)

Instructions:

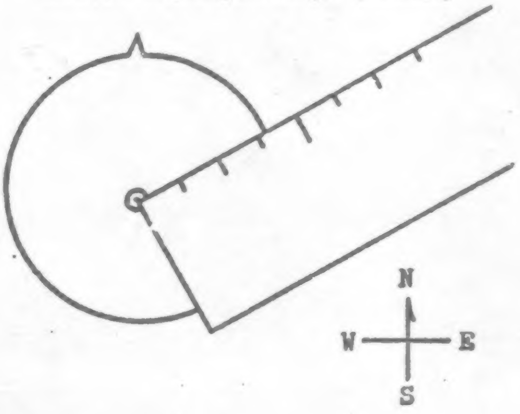
1. You are seismologist employed by the state department of the interior.
2. Your field is the study of earthquakes. When an earthquake occurs, you go out to the area and interview people.
3. From the information you obtain, you draw earthquake fault maps. Such maps are extremely important. They show the direction of earth movement.
4. It is the goal of seismologists to predict the time and location of earthquakes.
5. Before this can be done, it is necessary to obtain a great amount of information on earthquake faults.
6. Use the circular protractor (below) and a ruler to determine the fault line on the Earthquake Fault Map.
7. When you have plotted all the points obtained from witnesses, use your judgment to draw the fault line. (Some of the observations may not have been accurate.)

Circular Protractor



a. Cut out carefully with scissors
b. Punch small hole in center with sharp pencil-point
c. Line up with north-south line on map

Using the circular protractor with a straight-edge (scale)



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EARTHQUAKE OBSERVATIONS

Note: The following accounts are from people who claimed to witness the earthquake. There is no way to know whether they are accurate.

Report 1: "I was visiting my parents in Durango. We were sitting outside on the patio when I felt the ground move. I was looking to the west. Then, suddenly, I saw a house fall down. Just like that! It must have been about 5 miles away. Man, was I scared."

Report 2: "I do a lot of motorcycling in the area. I was at a gas station outside of Bad Water. I heard a noise that sounded like an explosion. I looked in a direction of, oh, about 60°. There was a cloud of dust. Then I saw some big trees go down. I must have been about 5 miles from the ridge where they fell."

Report 3: "We were in our living room in Encina. Then, everything started rattling. I'd never been in a quake before. But I knew what was happening. I looked out the window. I could see big boulders coming down the hills to the west, about 2 miles away. Everyone in the house was frightened. But after a while they calmed down."

Report 4: "I don't know whether I can be of much help to you. I live in Springwater. I was on my way to my afternoon job. Then I felt the rolling motion. I was facing in a direction of about 240°. There was a huge cloud of dust about 4 miles away. I saw a whole stand of sequoias fall down. Man, that must have been some force, to knock down those trees."

Report 5: "Well, I was in my car, so I didn't feel anything. I was at the intersection of Highway 10 and Highway 18. I looked north, and I saw a sight that nearly frightened me out of my skin! About a mile away there were rocks the size of a house rolling down a mountain. It was frightening."

Report 6: "That afternoon a couple of us were riding our bikes outside of Cactus Junction. I felt something, and I slowed my bike to see whether I was losing a wheel or something. I was pointed in a direction of about 60°. Then I saw it. A huge television tower collapsed and fell down. You ought to talk to my friend who lives in Encina. He was out taking pictures with his camera. He was facing 150° and got some fantastic shots of the tower going down."

EARTHQUAKE OBSERVATIONS, CONT'D

Report 7: "Well, sir, I was out walking my dog along the main street in Durango. All of a sudden the dog started barking like mad. Then I felt the rolling motion. I looked toward the hills outside of town, in a direction of about 300°. I saw a house fold up right there on the hillside. It must have been about 4 miles away, give or take a mile. I understand two people were hurt."

Report 8: "We live in San Carlos. I was outside tossing a ball around with my kid brother. Suddenly, I felt the ground move. We stood very still. I looked in a direction of about 240°. Far away, maybe 10 miles or so, I saw a dust cloud rise up on the mountainside. It must have been rocks and earth shaking loose and rolling down. Then it was all over."

Report 9: "I was in North Point, visiting the public health nurse. Then I felt the ground shudder. I looked in an easterly direction, and saw something I hope never to see again. About 5 miles away there was a big dust cloud. I could see a house falling down the hillside. I hope no one was in it."

Report 10: "My friends and I had camped overnight along Torture Road. We had just hiked up to Highway 10. There was this awful shaking. We looked north, and we saw these enormous rocks coming down the hillside. I'd say that was about 3 miles away."

Report 11: "We live in Springwater. I witnessed the whole thing. First the dishes started rattling around, but I wasn't frightened. I looked out the window toward the west. I saw the big television tower sway, then fall down. That's a good distance from here. About 8 miles I'd say."

Report 12: "I was putting up a new display in my store in Sagebrush when I felt it. First I thought I was having a dizzy spell. Then I saw the cans falling down. Wow, was I frightened! I ran out through the back door. I didn't want to be near the plate glass windows. I looked in a direction of about 30°. I could see something happening in the foothills, about 7 miles away. It was trees and rocks getting thrown around by the quake."

Report 13: "I was in Bad Water, making some pickups with my truck. Someone hollered that there was an earthquake. You won't believe this, but I didn't feel a thing. I was carrying two sacks of cement on my back. The ridge of hills about 10 miles away was just a cloud of dust. That was at an angle of

EARTHQUAKE OBSERVATIONS, CONT'D

30° from Bad Water."

Report 14: "Two of us were hauling a load of pipe through Palm Valley when the quake came. We didn't feel it, but we both saw a big television tower fall down about, oh, 6 miles away. We were facing about 60°. I guess that's knocked out TV around these parts for a while."

Report 15: "I was in Bad Water, on my way to see some purebred dogs at the kennels. I heard a loud cracking noise. I looked in a direction of about 120°. I actually saw a couple of houses falling down. My folks in Caliente saw the same thing happen. But they were looking west."

Report 16: "When it hit Windy Ridge, I thought of those poor people living in the hills and canyons. I looked in a direction of 60° and saw a big cloud of dust about 8 miles from here. Quite a few homes were knocked down. It was sure frightening."

Report 17: "I live in Durango. I was riding my bike, when I noticed people were looking kind of funny. I stopped and asked what was going on. People just stood there, confused. I was facing 300° and I saw the television tower go down. It's about 8 miles outside of town. No more TV for a while!

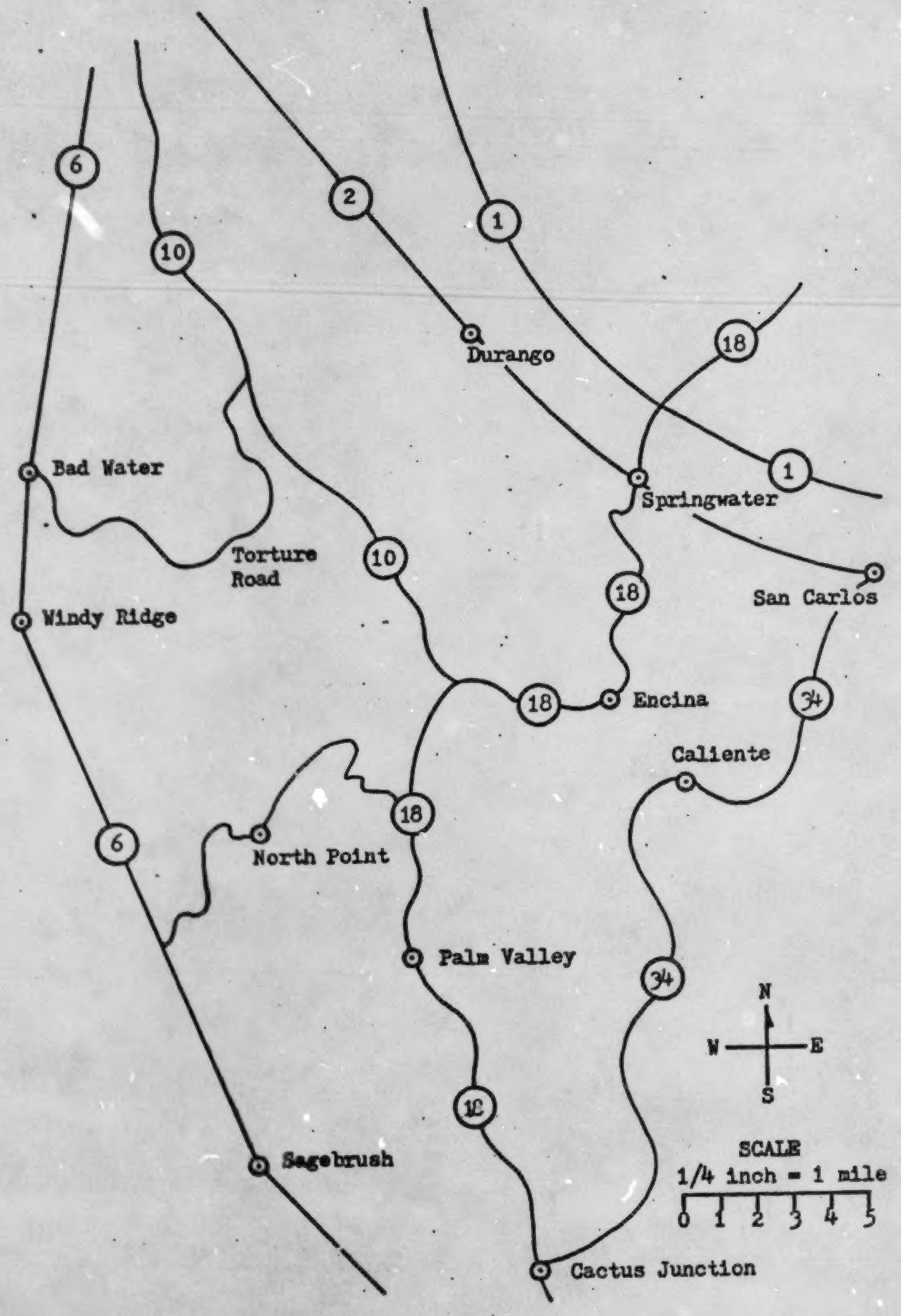
Report 18: "I was watering my lawn in Caliente. Suddenly the water stopped, and I felt it. I was facing south, and I could see some tall trees fall down about 3 miles from here. It was awful."

Report 19: "I was driving my car on Highway 1. I was just coming to the intersection with Highway 18. I looked in a direction of about 240° and saw some house sliding down a hillside. They were about 8 miles away. I stopped off at the highway patrol, but they knew about it."

Report 20: "We live in Palm Valley. I was waiting for my husband at the bus stop. Someone yelled, "Did you feel that?" I looked off to the east, and I saw huge rocks crashing down the mountains. I'd say that was about 3 miles away. Then it was all over."

EARTHQUAKE FAULT MAP

____
(Name)


6
10
2
1
18
Durango
Bad Water
Springwater
1
Torture Road
10
18
San Carlos
Windy Ridge
18
Encina
34
Caliente
18
6
North Point
Palm Valley
34
N
W
E
S
18
SCALE
1/4 inch = 1 mile
0 1 2 3 4 5
Sagebrush
Cactus Junction

APPENDIX A

HOW EDUCATIONAL GAMING/SIMULATION DIFFERS FROM CONVENTIONAL INSTRUCTIONAL MEDIA

These are some of the practical and theoretical ways in which educational gaming/simulation differs from media found in most classrooms:

1. Because gaming/simulation is learner-centered rather than teacher-centered, once the teacher explains what is to be done, students are "on their way." The teacher need not lead step-by-step, as steps are inherent in the material.
2. Because a simulation has visible ways for the student to demonstrate performance, the learning process is continually observable by the teacher.
3. Unlike other learning media which require periodic testing, gaming/simulation is its own continual test. Most activities culminate in "hard copy" performance records that can be used to diagnose and prescribe.
4. Unlike narrowly focused conventional materials, gaming/simulation is multidisciplinary, multi-sensory, and widely focused. A typical simulation might require mathematical reasoning, verbal communication, and artistic creativity.
5. Instead of confining him to a two-dimensional world, gaming/simulation casts the student into a dynamic, interactive setting where he discovers that personality, opinions, and feelings play an important part in problem solving.
6. Unlike most learning environments, which are "either-or" encounters (the student must either succeed or fail), gaming/simulation ensures some success to everyone. Underachievers frequently become leaders in competitive learning simulations.
7. Gaming/simulation assumes the student has no real appreciation of the relevance of skills learned in school to occupational and career demands. Instead of lecturing him on the connection, gaming/simulation thrusts him into artificial situations that closely resemble real-life settings. Instead of "hearing why," the student "discovers why" through direct involvement, using materials and processes resembling those employed in real occupations.
8. Instead of locking the student into a linear process where failure to master A ensures failures in B, gaming/simulation offers a multi-dimensional area where he can mobilize the skills he possesses to master a situation. Lacked skills may be acquired later and applied when needed in a different simulation.
9. Rather than conceive of the teacher as mainly a transferer of information and values, gaming/simulation views the teacher as the crucial, creative intermediary who serves as the process manager in adjusting learning situations to meet individual needs.

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APPENDIX B

GAME-SIM™ INDEX

M = Math.   R = Read./Lang. Arts   S = Sci.,   SS = Soc. Studies

UNIT 1 – THE GROWTH OF JOBS IN OUR TECHNOLOGICAL SOCIETY

1 – Technology and the Rise of Cities (R, SS)
2. – The Nutty Inventors Meeting (R, S, SS)
3/4 – Getting Paid for Using Your Brain (M, R, S)
5/6 – What's My Job? – Quiz Show (R, SS)
7 – Finding a Job through the Help-Wanted Columns (R, SS)
8 – The Cost of Driving to Work (M)
9/10 – Jobs in an Unusual Company (M, R, SS)

UNIT 2 – COMMUNICATIONS

1 – Nervous, Noisy Newsroom (R, SS)
2/3 – Rewriting the News (R, SS)
4 – Field Engineer Simulation (M, R, S)
5 – Tightwad Telegram Terminal (R)
6 – Coded Communications and Route Costs (M, R)
7/8 – Investigating Communication Systems Complaints (M, R, S)

UNIT 3 – PUBLIC SERVICE

1 – Park Planner Simulation, Positioning and Fencing a Swimming Pool (M, R)
2 – Park Planner Simulation, Installing a Water System (M, R)
3 – Park Planner Simulation, Landscape Planning (M, R)
4/5/ 6/7 1 – Classroom Teaching Contest (M, R, S, SS)
8 – The Public Organization Message (R, SS)
9/10 – Disaster Controller (M, R)
11 – Criminal Investigator (R)
12 – Earthquake Analysis (M, R, S)

UNIT 4 – MARITIME

1 – SONAR Operator's Analysis (M, R, S)
2 – Oceanologist's Deep Scattering Layer Study (M, R, S)
3/4 – Baby Turtle Survival Study (M, R, S)
5 – Naval Technical Writer, Submarine Escape and Rescue (R, S)
6 – Marine Weather Forecaster (M, R, S)
7/8 – Marine Accident Investigator (M, R, S, SS)
9/10 – Air-Sea Rescue Planner (M, R, S)

UNIT 5 – MEDICINE AND HEALTH

1/2 – Dental Assistant Simulation (R, S)
3 – Biological Researcher (M, R, S)
4 – Microbiologist Simulation, Blood Analysis (M, R, S)
5 – Lab Technician, Blood Typing (M, R, S)
6/7 – Mystery Epidemic (M, R, S, SS)

UNIT 6 – TRANSPORTATION

1/2 – Heliport Air Traffic Controller (M, R, S)
3/4 – Bus Company Complaint Department (R)
5 – Taxicab Dispatching (M, R, S)
6 – Transportation Consultant (M, R, S)
7 – Air Accident Investigation (R, S, SS)
8 – Driver Examiner Simulation (M, R, S)
9 – Fast Freight Fracas, A Transportation Comparison Game (M, R, S)

UNIT 7 – BUDGET AND CREDIT

1 – Writing Commercial Checks (M, R, SS)
2/3 – Budget Advisory Service (M, R, SS)
4/5 – Credit Rater (M, R, SS)

UNIT 8 – ENGINEERING AND SCIENCE

1/2 – Race Car Instrumentation and Passenger Car Failures (M, R, S)
3 – Automotive Weight and Balance (M, R, S)
4 – Aircraft Wing Area and Fin Center of Gravity (M, R, S)
5 – Operations Analysis of Airliner Meal Service and Retractable Landing Gear Problem (M, R, S)
6 – Preliminary Design of a Bicycle (M, R, S)
7 – Municipal Water System Analysis (M, R, S)
8 – Electrical Engineering Input to Environmental Impact Study (M, R, S)

UNIT 9 – OFFICE AND CLERICAL

1 – Writing in Shorthand (R)
2 – Making a "Live" Business Telephone Call (R, SS)
3 – Correspondence Search (R, SS)
4 – Writing a Business Letter (R)
5 – Filling Out a Travel and Expense Report (R)

UNIT 10 – ASSEMBLY AND FABRICATION

1 – Precision Assembly Simulation (M, R)
2 – Hand-Sewing a Vest (R)
3 – Writing Assembly Instructions for a Chair, Swing Set, and Boat (R)
4 – Logic Diagrams for Assembly Operations (M, R, S)
5 – Light Bulb and Template Inspection (M, R, S)

UNIT 11 – TOWN PLANNING

1/2 / 3/4/5 – Planning a New Town (M, R, SS)
6 – Highway Hysteria (M, R, SS)
7/8 – Three-Dimensional Layout of a Town Center (M, R, SS)
9/10 – Fire Control System for a Hostile Planet (M, R, S)

UNIT 12 – ENVIRONMENTAL PROTECTION

1 – Animal Population Versus Food Supply (M, R)
2/3 – Car Count, Emission Estimate, and Temperature Inversion Study (M, R, S)
4 – Obtaining Numerical Measurements of Smoke (M, R, S)
5 – Converting Printed Smog Control Procedures to Computer Instructions (M, R, S)
6 – Organizing to Fight Air Pollution (R, SS)

UNIT 13 – CONSUMER PROTECTION

1 – New Car Complaint Referee (M, R, SS)
2 – Ad Rater (R, SS)
3/4 – Analyzing Psychological Ads (R, SS)
5/6 – Buyer/Seller Case File (M, R, SS)
7/8 – Auto Ombudsman, Contested Auto Recall Campaign (R, S, SS)

UNIT 14 – CONSTRUCTION AND BUILDING

1/2 – Rebuilding a Landslide-Damaged Road (M, R)
3/4/5 – Bidding on the Construction of a Cabin (M, R)
6 – Design Competition for a Vacation Cabin Interior (M, R)
7 – Interpreting Uniform Building Codes (M, R)
8 – Industrial Safety Referee (M, R, SS)

UNIT 15 – RETAIL SELLING

1 – Shoe Salesperson Simulation, Measurement (M, R)
2 – Shoe Salesperson Simulation, Style and Size Selection (M, R)
3 – Computer-Aided Management of a Retail Store (M, R)
4 – Filling Customer Orders for Lawn Seed (M, R)
5 – Stocking a Phonograph Record Store to Meet Customer Demand (M, R)
6 – Helping Mail-Order Customers to Select Merchandise (R)

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An excellent commercial source for ordering Simulations is INTERACT (Learning Through Involvement). Sample student guides, provided by LaRu DeKock, Promotions Director, are listed below:

1. DIG - A simulation of the archeological reconstruction of a vanished civilization
2. CODE - A simulation involving coding and decoding language
3. BEST SELLERS - A simulation of agents, publishers, and critics promoting books
4. MUMMY'S MESSAGE - A simulation of an archaeological expedition into one of man's most mysterious creations, the pyramid
5. HERITAGE - A simulation of research and travel to American historical sites
6. DRAFT - A simulation of the selective service: past, present, future
7. AMERICAN HISTORY RE-CREATIONS, 1637-1803, covering
    - "The Trial of Anne Hutchinson"
    - "The Second Continental Congress and Independence"
    - "The Virginia Ratification Convention"
    - "The Election of 1800"
    - "Jefferson and Louisiana"

Another student guide included was

TELEVISION - An individual learning project analyzing the impact of television on our thoughts and actions

Interact's '81-'82 All-In-One Catalog has many NEW Simulations, including

1. KING LEXICON - A simulation of dictionary skills set in the age of chivalry
2. CLONE - A simulation of a congressional hearing on genetic engineering
3. CHOW - A simulation of nutrition and food budgeting
4. EMPATHY - A simulation of what it's like to be physically handicapped

ENTERPRISE

AN ECONOMICS SIMULATION GAME

BACKGROUND INFORMATION

The majority of jobs can be completed more rapidly and efficiently if the workers divide the labor. In developing a specialization for a particular task, each worker will become more proficient in his specific task, thereby more readily obtaining a finished product. However, detrimental variables may influence production and must be dealt with effectively.

OBJECTIVES

A. Students will demonstrate and actually experience the process of division of labor through interactions in group activities and realize how the same external variables cause differing results in production according to the specific division of labor.

B. Students will make evaluative decisions (negotiate among themselves) as to initial organization and later possible reorganization of the division of labor in the way which would best facilitate the completion of the product.

MATERIALS

Scissors (one pair per group), geometric patterns, 4 colors of construction paper, pencils, stapler (one per group), "Chance" cards, clock.

AGE LEVEL AND PLAYERS

The grade level of this game may differ according to students' ability, and the number of students per game may vary according to teacher discretion. However, the number of players in each group should be equal.

SITUATION

The United States Government will launch a new space probe next year. Because of time limitations, it will award the construction project contract for its component parts to the corporation who can demonstrate the greatest proficiency in their production. Three corporations are now competing for the job!

RULES

Game play begins after rules are read to students. Number of players is fifteen--five per corporation.

1. Students count off to determine if they are in Corporation 1, 2, or 3, and to corresponding table or area.

2. Each corporation is given a set of "Chance" Cards--as many Chance Cards as there are players.

3. Each corporation has a total of 25 minutes to produce as many component parts as possible. NOTE: One component part consists of an orange circle, a blue square, a green triangle, and a red rectangle, stapled together in this order--the orange circle on top.

4. Each corporation must decide how they want to divide the jobs. They should also check to be sure that they have all of the necessary materials to begin.

5. The geometric shapes must be traced, cut out and stapled to make the individual components.

6. After 10 minutes of play, all production shuts down for a rest!

FOR TEACHER USE ONLY:

At this point, without telling players, the teacher will check each group to see which production system of organization is producing the most component units. In the concluding discussion (debriefing), this information will show how only one variable--that of division of labor--affects production.

7. Production is again started with each group having a member turn over one of their Chance Cards and follow its directions.

8. At every following three-minute interval, each group must have the next player turn over an additional Chance Card and follow the directions. (This can be varied, of course.)

   This gives the students the opportunity to see how one variable at a time will act upon their system of division of labor and affect production. This interval also gives players the chance to make changes in their division of labor in an effort to reduce the detrimental effect of the negative Chance Cards.

9. When the entire 25 minutes are up, players must stop and report their total number of finished component units.

CONCLUDING DISCUSSION OR DEBRIEFING

This should be a questioning type procedure during which the various activities that occurred simultaneously during play can be brought together to make the total experience clear. To begin, the winning group could describe what actions they took during the game and why they thought these actions helped them to win. Also, the groups who did not win can describe what they did, why they made specific decisions, and speculate as to why they were less successful.

The teacher should guide the class thinking and encourage discussion, especially a comparison of the game to the real-life situation being simulated.

FOR EXAMPLE: Can the players explain the different states of production? Did they include factors such as (1) differing abilities of players, (2) differing systems of organization, (3) time it took to make decisions and get organized or reorganized, and (4) the Chance Cards and their corresponding reactions (exactly what changes in the method of production were made to minimize the effects of detrimental Chance Cards)?

- -

SAMPLE CHANCE CARDS

Coffee Break	Take 5 minutes to relax.
Scissor Breakdown	Repairs will take 2 minutes.
Robbery	7 shapes are stolen.
STOP	You are on strike.
You're bored	Change jobs with someone in your group.
Espionage	3 finished component units are stolen.
Job Transfer	Go to Group 1
Fire	5 shapes are destroyed.
Phone Call	Take 3 minutes out.
You broke your left hand	Use only your right hand.
This is your lucky day	You win 4 finished component units.
BONUS	5 finished component units
Keep up the good work	Take 3 finished component units from another group.
Promotion	You can take someone else's job if you want it.

SOURCE: Davida Hirsch, Coordinator of Programs for More Able Students, Hackensack Public Schools, 355 State Street, Hackensack, NJ 07601. PERMISSION GRANTED.

One summary of the rationale behind using simulations can be found in Role-Play in the Elementary School: A Manual for Teachers, available from The Wright Group, Inc., 8265 Commercial Street, Suite 14-G2, LaMesa, California 92041. (Phone 714-464-7811). The focus in this guidebook is practical and curriculum-oriented. Lesson plans for fifty simulations are described in detail.

Ronald T. Hyman (35) discusses the following among the justifications for using simulation games:

> ...Simulation is a continuation of the method students use to gain knowledge all their lives.
>
> ...Simulation techniques center on motivations, and since students by nature like to play, they already have the motivation to learn--to play and win.
>
> ...Simulation games motivate and reward critical thinking, analyze possible moves and probable consequences--all of which are types of thinking that students need to practice.
>
> ...Participation in simulations requires students to learn on three levels: (a) facts of the game's context and dynamics; (b) processes simulated by the game; and (c) risks and rewards, and costs and benefits of alternative strategies of decision-making.
>
> ...Certain social values, such as competition, cooperation, and empathy, are provided for in the teaching of simulation games.
>
> ...The student is encouraged to communicate and interact frequently with his fellow players, as well as exercise some control over his future.
>
> ...The use of simulation games brings about a desirable situation between teacher and student since the structure of the game provides evaluation of the student's activity, preventing the teacher from being the sole judge of it.

Greenblat (28) explains, "Simulation games are operating models of central features of real or proposed systems or processes. Scenarios are developed, roles are defined in interacting systems, and players are given goals, resources, and rules. They then make the system 'go,' trying out alternative strategies within the system constraints presented."

Sisk (76) divides simulation games rules into several kinds:

procedural rules tell how a game is to be played;

mediational rules specify how an impasse or conflict is to be resolved;

behavior constraint rules tell what one player can do and the role specifications for each player;

goal rules delineate the goals and means of achieving those goals;

police rules specify the consequences to a player in breaking one of the game's rules.

Avis Reid, in her book, Turn to Page 84, demonstrates how teachers can devise their own simulation games. Using a problem base for simulation, decide on objectives of the game: set the scenario; identify characters and their goals; choose an exact point in time for the game to begin; list resources; set up rules governing players, game pattern, scoring, etc.; and last, but very important, make provisions for evaluation and feedback, or debriefing.

In either choosing commercially devised simulations or designing your own learning games and simulations, "strive to make connections to reality," according to Nelson. He lists as good candidate scenarios: "local controversial issues (should the shopping center be built?), national energy policy, the automobile in society, planning one's course of study, what people do to earn a living, reviewing films and literature, etc."

Some original simulations, using the format for Avis Reid's Design Your Own, are given on the following pages. Only the Name of the Game (or title), Statement of the Problem, and Objectives are given. If you decide to use one or more of these simulations with your students, you would need to decide on scenario, characters, game pattern, scoring, etc., to fit your own particular class and resources.

SHELBY CITY SCHOOLS, Shelby, Ohio 44875 (Provided by Sally L. Kleinman)

1. "Meeting of the Tribes"

   Statement of Problem: Three Indian tribes claiming same land wish to solve their problem peacefully.

   Objective: To develop an understanding of compromises and of feelings and attitudes of all those who must live with a compromise.

   --by Ethel Briggs

2. "In the Swim"

   Statement of Problem: Citizens of Shelby have been asked to vote on a bond issue to build another outdoor swimming pool.

   Objectives: To teach political process of issue elections;
   To teach fiscal responsibility of a decision;
   To arrive at conclusions of difference between desires and justifiable needs;
   To experience town meeting process.

   --by Thomas H. Keplinger

3. "Outward Bound"

   Statement of Problem: You are on a back-packing trip in the Rocky Mountains. The one adult in your group of six has fallen and broken both legs. You must get help.

   Objectives: To use critical thinking skills and ingenuity to find a way to get help.
   To use rational and creative thinking to solve problems.
   Decision making - concern for others.

   --by Sally Kleinman

4. "Cafeteria Controversy"

   Statement of Problem: Pre-planned menu vs. a la carte menu.

   Objectives: To teach fifth graders fundamentals of debate and decision-making in a school-oriented problem.

   --by Michelle Dawson

5. "Seasonal School"

   Statement of Problem: If we were to have school for one three-month season, which should it be?

   Objectives: To teach changes in seasons--how they are different, and how the changes affect children's lives.

   --by Bernice Campbell

6. "Library Hunt" (Library Independence/Library Skills)

   Statement of Problem: Students cannot locate materials needed unless aided by teacher or librarian.

   Objective: To teach students library skills.
   --by Mary Brook

7. "Lunchroom Madness"

   Statement of Problem: There is too much food on the floor after lunch. Gymnasium cannot be cleared fast enough for class to begin. Children are not eating their lunches before going out to recess.

   Objectives: To construct orderly way to enter, eat, and leave cafeteria;
   To understand problems found in constructing that organization;
   To encourage nutrition.
   --by Marilyn Shealy

8. "Issue In Smalltown: Will the Buses Come?"

   Statement of Problem: Should Smalltown City Council vote favorably for a bus service that would connect Smalltown and Bigtown?

   Objective: To make sixth graders aware of process that a city council goes through dealing with issues.
   --by Mark Sommer

9. "Student Smoking Area Controversy at Junior High School"

   Statement of Problem: Some students are tired of having to use smoke-filled restrooms and of being intimidated by smoking students not to tell on them, since smoking in restrooms is against school policy.

   Objectives: To gain insight into how the Board of Education works;
   To gain further knowledge into smoking-no smoking problem as faced by all of society.
   --by Jan Rhoads

10. "Living Inside a Myth"

    Statement of Problem: Orpheus wishes to rescue Eurydice from the Underworld.

    Objectives: To gain insight into how ancient Greeks perceived their world and their place in it;
    To contrast this with our present control over our world, particularly as adolescents.
    --by Jane Martin

11. "Follow the Leader"

Statement of Problem: The London-Virginia Company sent English settlers to Virginia. Men met hardships such as disease, exposure, heavy labor, hunger, and lack of leadership.

Objectives: To teach need for leadership;
To gain insight into qualities of a good leader;
To understand need to trust and respect a leader.
--by Beverly Flaherty and
Marianne Gates

12. "Students of the Future"

Statement of Problem: What would students be like if everyone ate a balanced diet?

Objectives: To gain insight into effects of a balanced diet on people;
To effect changed behavior toward eating.
--by Mary Hertzer

13. "Could You Survive the Dinosaur Days?" (for Second Grade)

Statement of Problem: How would we live during dinosaur days? What would we eat and wear? What kind of shelter would we have?

Objective: To learn about dinosaurs and how they lived.
--by Unie Kettering

SOURCE: Sally L. Kleinman, Coordinator, Gifted/Talented, Shelby City Schools, 23 West Main Street, Shelby, OH 44875. PERMISSION GRANTED.

MIDDLE EAST PEACE TALKS

A SIMULATION

This is a simulation of Middle East peace talks done by Betty Walker, State Consultant For Gifted, Mississippi State Department of Education, Jackson, Mississippi. It received community attention and was extremely successful with the students.

SUBJECT AREA: Social Studies

MATERIALS:

Each team can use as many props as necessary. Native dress is recommended, but posters, flags, or anything that will help make the country's viewpoint more convincing can be used.

OBJECTIVES: Students will:

1. Be able to model the roles of Middle Easterners and adopt their points of view.
2. Engage in many levels of thinking while attacking the problem of Middle Eastern strife.

ACTIVITIES:

This was read to the students the day the simulation was introduced:

Sit back and relax for a minute and let your imagination travel silently to the other side of the world. You are sitting in a large, plushy decorated room watching a group of about thirty men of various skin tones, who are dressed in many different types of outfits. The room is warm, not only because of the temperature, but because of the air of excitement, suspense, and anticipation which is felt by everyone. The men, seated around the table, in what appears to be four divisions, are talking in low voices while the eyes of the world, through a myriad of television cameras are focused on them. On either side of the podium are seated two men whose faces have been seen in the news frequently for the last two months, the smiling and poised President Sadat of Egypt and the conerned-looking Premier Begin of Israel. Other faces are easily recognized--Yasir Arafat in his familiar checked headdress framing his sweating face; the handsome, mustached King Hussein of Jordan and King Khalid of Saudi Arabia. Suddenly, a gavel raps on the podium and the meeting commences. In the back of your mind you wonder, what would it be like to know that your ideas could help bring peace to the world or cause the end of the world? What would it be like to want peace for the world, but be unable to get it for fear that some of your friends would desert you? (Saudi Arabia)

Well, you are going to get your chance to find out the answers to these questions. For a short time you are going to assume the roles of some of the leaders of the Middle East. You are going to do this by finding out what it's like to live in the Middle East, what these men think about Sadat and his ideas, about the Israelis and what should be done in the Middle East. You are going to bring your ideas to the conference table just as these men would and talk just as they would.

The Problems: Players will define the problems according to their viewpoints on the following issues:

A. Creation of a Palestinian entity
B. Arab vs. Jew
C. Geneva vs. Cairo
D. Suez Canal
E. Sinai Peninsula, West Bank, Gaza Strip
F. The U. S. Viewpoint
G. The Soviet Influence

Objectives:
1. Each player should try to help reach a group consensus or agreement on the issues.
2. Each player should try to gain as many points for his/her team as possible.

Characters and Goals: Each player is assigned a role representing a country and each player should try to benefit his/her country and team in any way possible.

Rules and their administration:

A. Procedural rules--each team will give an opening statement of their viewpoint. This can be done by one team member or divided among several team members. After the four viewpoints have been heard, negotiations will begin; the players will be recognized by the mediators (teachers) and given the opportunity to speak.
B. Mediational rules--when an impasse is reached in the negotiations, players should consider compromise. The mediators may call on various players to restate viewpoints.
C. Behavior Constraint rules--one player may speak at a time. Mediators will call on players when it is their turn; the player who has the floor may choose to turn it over to a different team player, but not one of his own team members.
D. Police rules--points can be given or taken away by the judges, based on the above rules. Also points can be gained by considering the following questions.

Judging: Three or more adults can be invited to judge the simulation, preferably people with a background in education and/or a knowledge of current events. The following are criteria to consider in judging:

1. Opening Statement - Each of the four teams will give an opening statement of their viewpoints. This should be no longer than 5 minutes.

2. Bloom's Taxonomy
   - A. Knowledge - of basic facts
     of others' viewpoints and understanding of these viewpoints
     of the issues and problems
     Native dress
   - B. Application - of basic facts and viewpoints to this situation
   - C. Analysis - of the situation--What are your predictions?
     What are your interpretations?
   - D. Synthesis - What are your solutions or suggestions?
     Do you see any new possibilities?
   - E. Evaluation - What are your opinions about the other nations?
     about the situations?
     about the others' proposals?
3. Creative Skills
   - A. Fluency - How many ways are there of defining the problems?
     How many ways can the problems be solved?
   - B. Flexibility - How many ideas can be combined?
     How many ideas have similarities?
   - C. Originality - What did we think of, that the other groups did not think of?
   - D. Elaboration - What can we add to the others' ideas?
     What can we add to our own ideas?

Evaluation and Feedback: Were the objectives reached?
How can the game be improved?

The Groups and Characters

Egypt

President Sadat
Aide Hassan Kamel
Acting Foreigh Minister Ghali
War Minister Gamasy
Information Minister Odeh
Ambassador to U. S. Ashraf Ghorbal

Israel

Premier Begin
President Ephraim Katzir
Deputy Premier Yigael Yadin
Foreign Minister Moshe Dayan
Chief Negotiator Elisha Ben Elissar
Major General Avraham Tamir--expert of buffer zones, observer of points and navigation lanes

For Sadat

SUDAN - Jaafar Nimeiry
MOROCCO - King Hassan
OMAN - Sultan Qubas
SOMALIA - Sida Barre
JORDAN - King Hussein
Premier Mudar Badran
TUNISIA - Bourguiba
SAUDI ARABIA - King Khalid
Crown Prince Fahd

Against Sadat

PLO - Yasir Arafat
ALGERIA - Boumedienne
IRAQ - Bakr
LIBYA - Kaddfi
SYRIA - Hafez Assad
Foreign Minister Abdel Halim Khadam (Moscow)
LEBANON - Sarkis

SOURCE: Betty Walker, State Consultant For Gifted, Mississippi State Department of Education, P. O. Box 771, Jackson, MS 39205.

TEN COMMANDMENTS FOR GAME FACILITATORS

Frequently teachers have found they had difficulty integrating commercial simulations into their units and lessons, even though the quality of the commercially available instructional materials is certainly very high. Many teachers have designed their own simulations commensurate with their course(s) content and objectives and the interests and abilities of their youngsters. In addition to the steps enumerated on the preceding pages which teachers designing their own should follow, Chartier (7) formulated "ten commandments" for teachers, or "facilitators" of simulations:

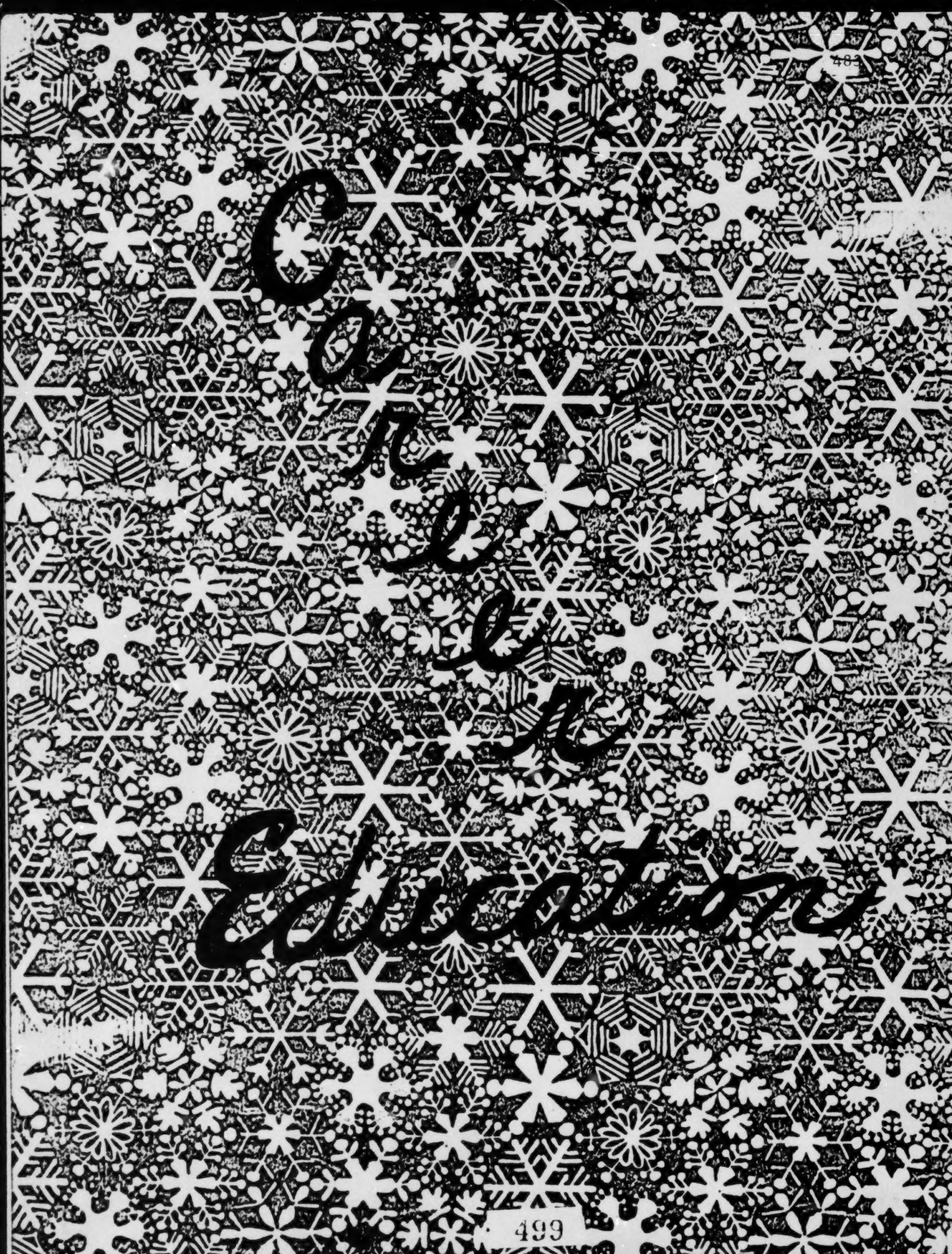
1. *Thou shalt not correct the minor mistakes of players.*
2. *Thou shalt not offer a better strategy that a player does not perceive.*
3. *Thou shalt not review in minute detail the purposes, rules, and materials of the simulation game.*
4. *Thou shalt not correct any elaboration or alteration of the rules of the game by participants.*
5. *Thou shalt not keep perfect order. Gaming is fun and noisy.*
6. *Thou shalt not stymie any points that seem to be irrelevant to the discussion. They often are relevant, or at worst, only brief digressions.*
7. *Thou shalt not constrain the moderate physical movements a game may require.*
8. *Thou shalt not answer participants' questions about the game with, "That's not in the rules!" It is impossible for the designers of a simulation game to account for all events and questions that might arise in the course of playing.*
9. *Thou shalt admit thy lack of knowledge about a point of the game's operation under study.*
10. *Thou shalt consider a simulation game as serious a form of education as less enjoyable forms.*

To make simulation games even more exciting and to accentuate reality, Nelson suggests inviting outside speakers to come in with examples of their work. He also says one should utilize newspapers and periodicals, and conduct field trips that are both preceded and followed by relevant activities. It is important, too, to incorporate humor, exaggeration, chance, and competition, into simulation games, whenever and wherever possible.

Simulation games make learning exciting by using the total intellect. Sisk points out that "the real strength of simulation can only be realized with your creativity in developing your own games. (Emphasis added) Feelings, beliefs, ideas, and exciting action are waiting for you and your gifted students as you become involved in this playful way of learning--simulation."

And Nelson indicates that

> With their natural instinct for play the children will enthusiastically and expectantly enter into the activity. Since these media are open-ended, stimulating, interactive, and multi-disciplined, they fit admirably into the gifted child's view of the world--a world whose horizons are limitless and where exploration is sheer joy.



Career Education

What is it that brings one man success in life, and mediocrity or failure to his brother? It can't be mental capacity. There is not the difference in our mentalities that is indicated by the difference in performance.

The answer is, some men succeed because they cheerfully pay the price of success, while others, though they claim ambition and a desire to succeed, are unwilling to pay that price.

The price of success is . . .

To use all your courage to force yourself to concentrate deeply and constantly; to study it from all angles; and to plan ahead;

To have a high sustained determination to achieve what you plan to accomplish not only when conditions are favorable to its accomplishment, but in spite of all adverse circumstances which may arise;

To refuse to believe that there are any circumstances sufficiently strong to defeat you in the accomplishment of your purpose.

--Source Unknown

QUOTED IN: _Teacher's Treasury of Stories For Every Occasion_, compiled by M. Dale Baughman. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1958. (No. 1747)

CAREERS STUDIES

FOR PRIMARY GRADES

Examples of types of studies or activities appropriate for use with gifted primary children in the area of "Careers Studies" are:

1. Point out occupations and careers wherever you go
    a. on campus
    b. on field trips

2. Invite parents and others to speak to the class about their careers.

3. Have a "Careers Day"--let children come dressed as what they would like to be when they grow up.

4. Use materials in Kids' Stuff: At Least 1000 Things To Do.

ADAPTED FROM: Springboard Curriculum Guide, Grades 2-12. Ocean Springs School District Springboard Teachers of Program for the Gifted, P. O. Box 729, Ocean Springs, MS 39564. PERMISSION GRANTED.

CAREERS STUDY FOR INTERMEDIATE GRADES

Examples of types of studies or activities appropriate for use with gifted intermediate students in the area of Careers Study are:

1. World Encyclopedia unit on Careers.
2. Enlist help of parents as speakers about their careers.
3. Visit different types of occupational jobs.
4. Use kit "The World of Work".
5. Stress those careers that require writing ability
    a. Novelists
    b. Poets
    c. Teachers
    d. Attorneys
6. Use materials in Special Kids' Stuff Enrichment and Appreciation Book.
7. From field trips and resource visitors, children are exposed to various occupations, such as
    a. archeologists
    b. artists
    c. collectors
    d. photographers
    e. writers
    f. potters
    g. personnel at museums
    h. personnel at marine laboratories
    i. personnel at planetariums
    j. personnel at hospitals
    k. bankers
    l. lawyers
    m. others

ADAPTED FROM: Springboard Curriculum Guide, Grades 2-12. Ocean Springs School District Springboard Teachers of Program for the Gifted, P. O. Box 729, Ocean Springs, MS 39564. PERMISSION GRANTED.

SHOULD CAREER EDUCATION FOR THE GIFTED BE A PRIORITY?

In Chapter Three (Special Planning Needed), of Education of the Gifted and Talented, a Report to the Congress of the United States by the U. S. Commissioner of Education, and prepared for the Subcommittee on Education of the Committee on Labor and Public Welfare, U. S. Senate (March, 1972), the Commissioner gives the following statement concerning career education for the gifted:

> Evidence from school systems in which the gifted have been given opportunities to work with specialists of similar interests and to explore occupations indicates strongly that career education is of great value in allowing gifted students to assess career options and in motivating them to go to college. The gifted face career problems because of the many options available to them. Some evidence exists that opportunities to work with community specialists increases the motivation and school performance of the gifted. The early contributions of the gifted and talented made at other times in history came about through individual work affiliations and close tutorial relationships. Proper career education could contribute in similar fashion, and could be of particular significance for those with highly specialized talents. Benefits would accrue to students and for mentors who, as others have reported, develop respect for students and schools through the association.
>
> Career education is of particular importance to minority and rural students. Assignment to a gifted adult with similar interests may profoundly affect school and career decisions.

SOURCE: Clendening, Corinne P., and Ruth Ann Davies. Creating Programs for the Gifted: a Guide for Teachers, Librarians, and Students. New York: R. R. Bowker Co., 1980. APPENDIX A: Education of the Gifted and Talented, p. 403.

The Center for Career Development and Occupational Preparation at Texas A&M University conducts a unique three-phase program in Career Education and Career Guidance for gifted and talented high school seniors.

The next five pages describe the program and the following three pages contain student-developed "Career-o-Grams." All are reprinted from Keeping a Sense of Direction in a Snowstorm (An Implementation Handbook of Community-Based Career Education for Gifted and Talented High School Seniors), by Sharon Colson, Christopher Borman, and William Nash; published by the Center for Career Development and Occupational Preparation, College of Education, Texas A&M University, College Station, Texas 77843, ©1978. REPRINTED WITH PERMISSION from Sharon Colson.

"A Triadic Experiment in Education"

Research Design

Forty high school seniors, 20 from A&M Consolidated High School in College Station, Texas; and 20 from Ray High School in Corpus Christi, Texas; participated in a three-phased career education program for gifted and talented students. Designed to combine the public school, the university and the business sector as classrooms for learning, this triadic model combines guidance, mentoring, and on-the-job training as an alternative approach to serving the unique career development needs of this special population.

Replication Process

Students selected for the program are screened in the areas of general intellectual ability, creative thinking ability, academic ability, specific talent ability, and school success.

The program has three basic phases each of which fills 2 hours of the regular school day. Phase I, Guidance Laboratory Experience, features self-investigation and evaluation, career exploration, resource speakers, isolation of career areas and mentorship interviews.

In Phase II, Mentorship Laboratory Experience, the students are placed in observer roles in specialized areas identified during Phase I. A shadowing experience under the direction of a college or university professor is afforded each participant.

Phase III, Internship Laboratory Experience, places the students in work experiences in the business sector where students are actively involved in a segment of the broad field they pursued during mentorship. Through this project, the public school, the college/university, and the community join together to provide career development activities for gifted and talented high school seniors.

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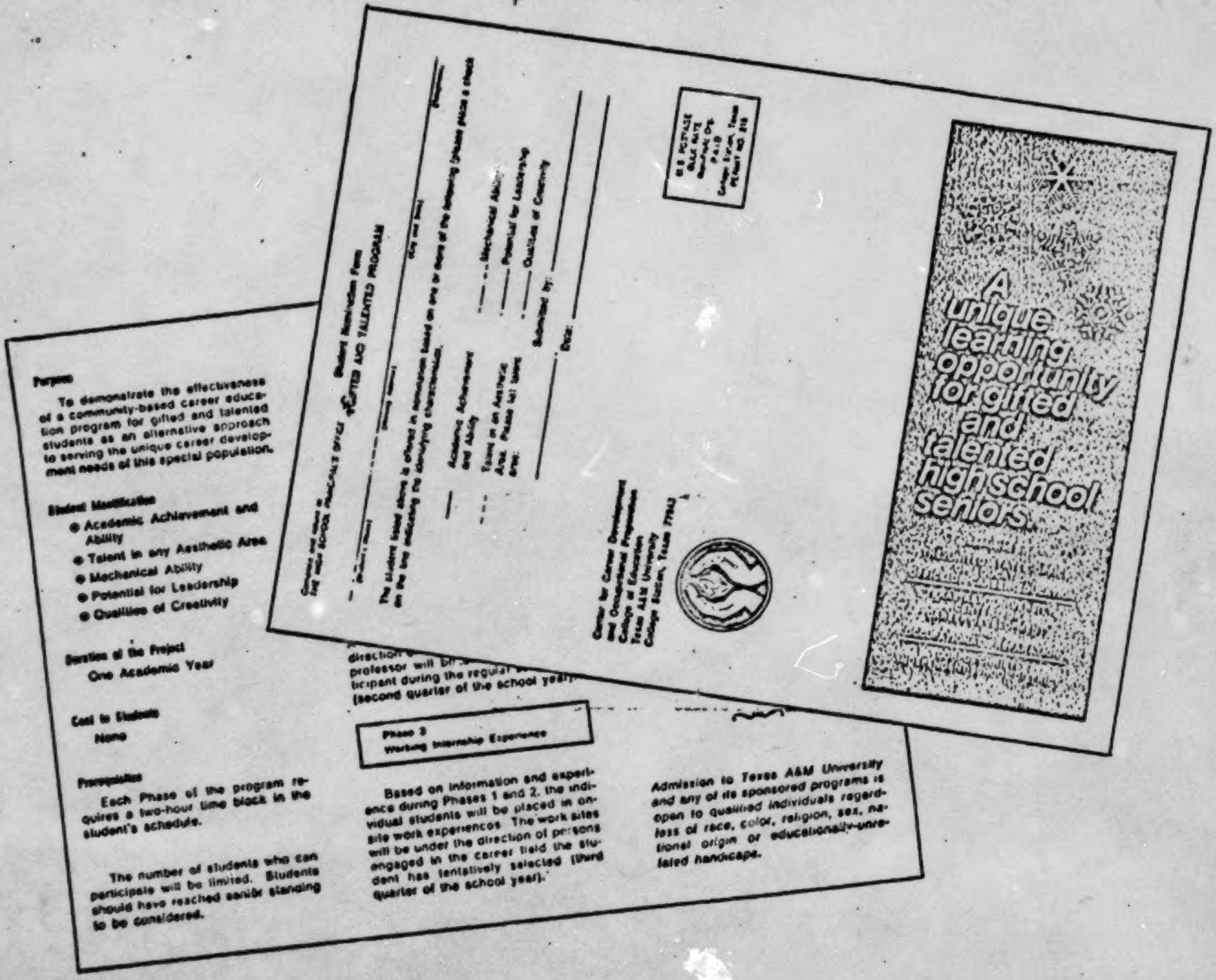
Recruiting and Screening

A brochure describing the program is distributed to all entering seniors the first day of school registration and to all members of the faculty. Publicity about the program has been released prior to the first day of school.

The brochure describes the program, states areas of nomination, and includes a form for placing a student in nomination. A copy of a brochure is included. Notice that identifiers for nomination are listed as academic achievement and ability, talent in any aesthetic area, mechanical ability (in the inventive sense), potential for leadership, and qualities of creativity.

Nominations for the program may be made by students, parents, teachers, counselors or a person from the community.



Purpose

To demonstrate the effectiveness of a community-based career education program for gifted and talented students as an alternative approach to serving the unique career development needs of this special population.

Student Identification

- Academic Achievement and Ability
- Talent in any Aesthetic Area
- Mechanical Ability
- Potential for Leadership
- Qualities of Creativity

Duration of the Project

One Academic Year

Cost to Students

None

Prerequisites

Each Phase of the program requires a two-hour time block in the student's schedule.

The number of students who can participate will be limited. Students should have reached senior standing to be considered.

direction ... professor will b... ticipant during the regular ... (second quarter of the school year).

Phase 3
Working Internship Experience

Based on information and experience during Phases 1 and 2, the individual students will be placed in on-site work experiences. The work sites will be under the direction of persons engaged in the career field the student has tentatively selected (third quarter of the school year).

Admission to Texas A&M University and any of its sponsored programs is open to qualified individuals regardless of race, color, religion, sex, national origin or educationally-unrelated handicaps.

A unique learning opportunity for gifted and talented high school seniors

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Phase I

Guidance Laboratory Experience

The Guidance Laboratory Experience begins soon after participants and alternates are selected and continues through the first quarter of the school year. Schedules are altered to accomodate the needs of the students. Students are involved in guidance activities and career investigation for two class periods each day for six weeks. As with other phases of the project, high school credit is given. The laboratory should be conducted by counselors.

The laboratory is primarily an instructional and growth experience for participants. Educational awareness, career awareness, self awareness and planning and decision-making skills are stressed. Students leave the Guidance Laboratory with greater understanding of themselves in relation to the world of work and tentatively identify two career field interest areas that hold promise for individual fulfillment.

A profile is prepared describing each student within the framework of the Career Education Measurement Series which includes 177 learner outcomes identified as "basic" for 17 year olds in terms of career education in Texas. Test instruments such as John Holland's Self-Directed Search, the Strong-Campbell Interest Inventory, and the Work Values Inventory are utilized to help the student discover more about himself/herself. Guidance materials such as the Olympus' Career Emphasis Series are also utilized. Career information, guest speakers and simulations enhance the Guidance Laboratory Experience.

Examples of Guidance Lab experiences are:

Participation and completion of selected activities in the Emphasis Series from Olympus Publishing Company (this should be done through small group processes – 5 to 7 students per group); book review of What Color is Your Parachute? and preparation of an "Occu-Pak." A description and example of a student prepared Occu-Pak are in Appendix C.

Each student is expected to conduct interviews with individuals in selected career fields as an outside project. Descriptions of first and second career interest areas should be prepared by each student before the end of the Guidance Lab phase. These should incorporate such information as a general description of the field, occupation within the field, lifestyle associated with the work, preparation needed, future outlook for the field, reason for the choice and expected income.

Career-O-Grams and scenarios are also developed by participants. Examples of student prepared Career-O-Grams and scenarios are contained in Appendix D.

All of these activities are interspersed with resource speakers, field trips and testing. Examples of tests used during Phase I are the Work Values Inventory (WVI), Career Maturity Inventory (CMI), Career Education Measurement Series (CEMS) and the Strong-Campbell Interest Inventory. The instruments completed during screening are interpreted to both participants and non-participants.

Phase II

Mentorship Laboratory Experience

"Gifted and talented students, because of the personal significance they attach to careers, need to discover qualities which can best be obtained by direct contact with the career and direct association with people in the career" (Career Education for Gifted and Talented Students, ed. Kenneth B. Hoyt and Jean R. Hebeler). The scope of studies in colleges and universities makes them ideal vehicles for providing such direct associations for the participants. Individual participants are placed in observer roles in specialized career areas identified during the Guidance Laboratory Experience. A shadowing experience under the direction of a college or university professor is afforded each participant during the regular school day. Participants are encouraged to experience the professional activities of the mentor.

Twice-monthly conferences with participants should be conducted by school staff members to determine participants' reactions to the Mentorship Lab. The Mentorship Lab should also be evaluated by both mentors and participants mid-way through the school quarter and again at its completion. Where dissatisfaction or disenchantment with a career field is apparent, the participant should be placed in an alternate career field of his/her choosing.

Each participant will keep a log of activities completed during Phase II. The log serves to reinforce the learning of information as well as a discussion basis for the twice-monthly conferences.

Phase III

Working Internship Experience

Upon completing the Mentorship Phase, participants enter into the Working Internship experience during the third school quarter. Each participant is paired with an individual from the community who is active in either business, industry, labor or a profession. Thus, the participant is able to observe the life style required by the career, and the responsibilities that accompany the work. Students work closely with their site supervisors, gaining first hand experiences in their chosen career fields. Such direct involvement is important for gifted and talented students who attach personal significance to their careers.

Each student is scheduled for 10 hours of work per week. Although the student is not paid for the work, two elective credits are given for this phase of the project. Again, a log of experiences should be kept in a notebook for periodic review by school staff. Unlike the Guidance and Mentorship experiences, students furnish their own transportation for the Working Internship. This final experience of the project helps to either confirm participants' career choices or to motivate further career investigation.

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Career Education

Career education exemplifies a movement in this country toward reform of the education system. This movement does not arise specifically from the needs of educators or the educational system itself but arises from the changing needs of a changing society. Today's youth will be faced with a highly technical, service-oriented society in which many contemporary jobs will eventually become obsolete.

Jobs unheard of today will suddenly be in great demand. Adding to the problem of our rapidly changing society is the undeniable existence of worker alienation, resulting in reduced productivity, lowered quality standards, and increases in both absenteeism and job dissatisfaction. Career education represents the educational system's role in preparing individuals for a relevant and meaningful entry into occupational society.

Kenneth Hoyt, Director of the Office of Career Education, U. S. Office of Education, gives the following definition: "Career education is the total effort of public education and the community to help individuals become familiar with the values of a work-oriented society, to integrate those values into their personal value systems, and to implement those values in their lives in such a way that work becomes possible, meaningful, and satisfying to each individual."

Career education aims to develop the individual's attitudes, knowledge and skills necessary for him or her to choose, become ready for, and enter a successful career. In this way education adds to the individual's selfworth and happiness by contributing to a meaningful and successful career.

A central theme of career education is involvement by both school and community. Students are given first hand opportunities to experience for themselves various occupational settings. In this way information is obtained directly from those who work in the occupation.

Career Guidance

Career guidance is the current trend in the field of guidance and counseling which parallels the movement toward career education. Career guidance is involved specifically with giving the student the skills and abilities necessary to make meaningful and appropriate career choices. Family, friends, and many others are involved informally in the individual's development toward making such choices. Yet the formal activities of career guidance, as conducted by the professional, have been summarized into four parts in a College Entrance Examination Board publication (1972):

"To develop EDUCATIONAL AWARENESS through understanding of educational environments, the relationship of career choices and educational requirements, and educational opportunities in specific institutions and programs.

To develop CAREER AWARENESS through understanding of career opportunities, life styles that are reflected in different types of work and job openings.

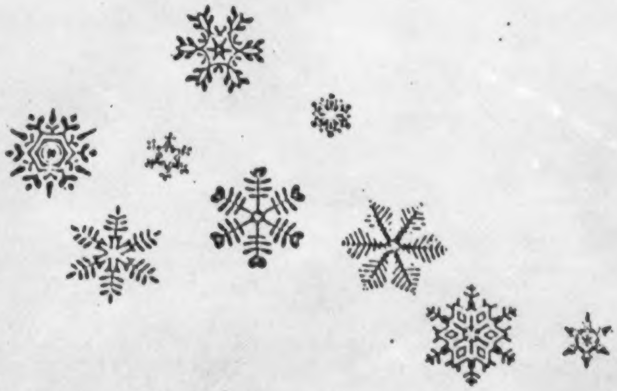
To develop SELF AWARENESS through understanding of abilities and competencies, interests and values, and personal characteristics that are important in giving direction to educational and career goals.

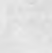
To develop PLANNING SKILLS through understanding of personal, decision-making, and coping skills for meeting different life situations; procedures involved in advancing from school to college; and training programs or work."

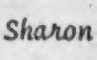
Career guidance is particularly important to the gifted and talented student. The student may have strong aptitudes and skills in many, often diverse, areas. This broad spectrum of abilities can make specific career choices more difficult. Also, the ablest students are more frequently involved with lengthy graduate and post-graduate education. The appropriate decision made today will affect education and career options of the future. Career guidance aims to cultivate talent, and nowhere is this goal more challenging than with the gifted and talented.

Reference

Willingham, W. W., Ferrin, R. I., and Begle, E. P. Career Guidance in Secondary Education. New York: College Entrance Examination Board, 1972.







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Appendix C

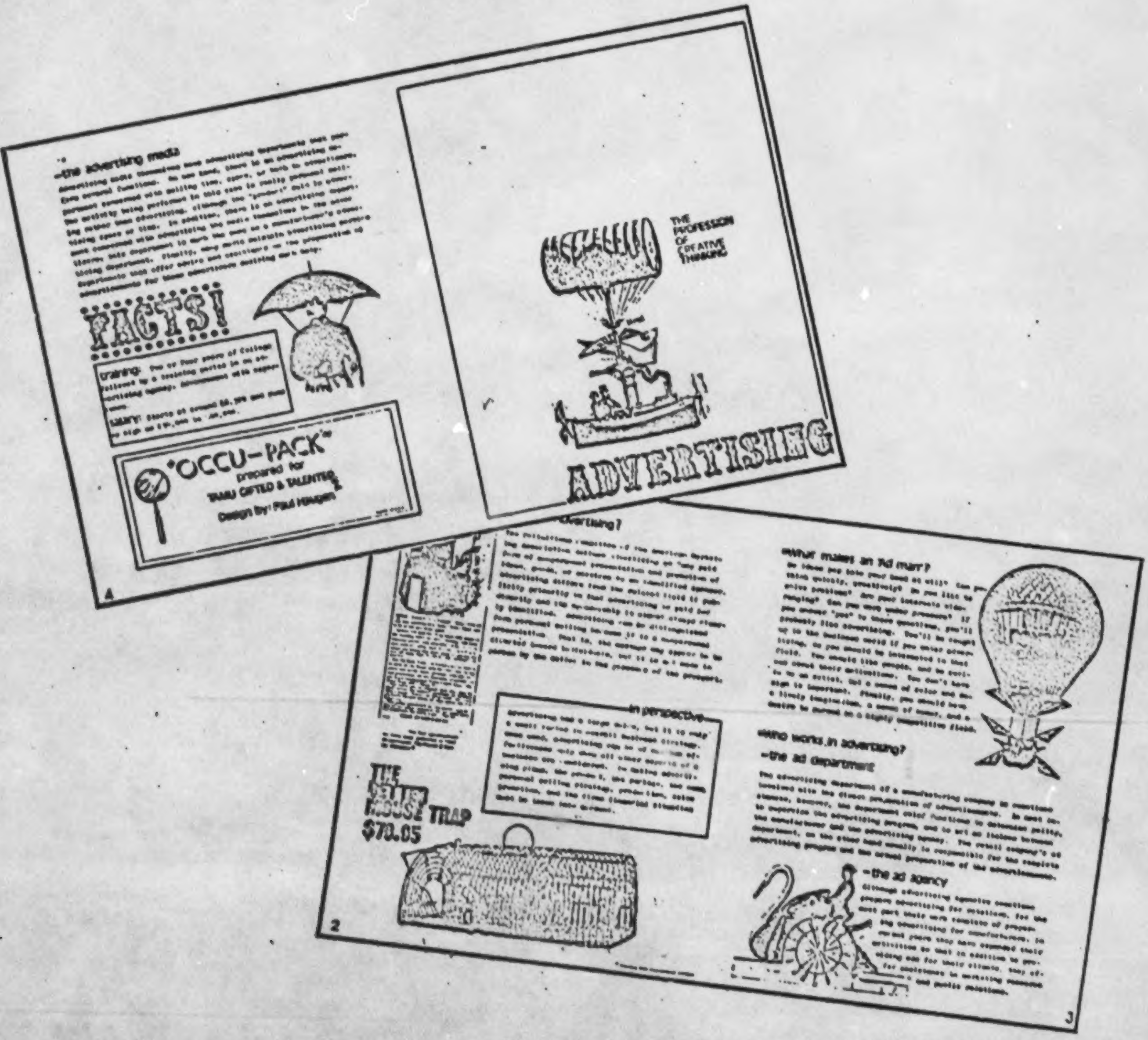
OCCUPAC

WHAT IS AN "OCCUPAC?"

An OCCUPAC is a multi-media package or kit which is used to present career information to students at all grade levels, beginning even in Kindergarten. It incorporates learning skills such as seeing, talking, listening, and doing and helps to make a child more aware of himself as well as the world of work. It provides a type of hands-on learning experience and gives a child a chance to actually get the feel of a specific job. An OCCUPAC is usually self-contained; that is, it includes a programmed tape, slides or prints, sounds of work, simulated work activities, and props of all kinds from the real world of work.

The OCCUPAC idea originated at Eastern Illinois University in 1970. During the first year of operation, fifteen OCCUPACS were developed and many dimensions of the selected occupations were presented.

*Adapted from "OCCUPACS for Hands-On Learning," AVA Journal, January, 1972, pp. 40-41.



—the advertising media

FACTS!

training:

salary:

"OCCU-PACK"
prepared for
TAMU GIFTED & TALENTED
Design By: Paul Haugen

4

THE PROFESSION OF CREATIVE THINKING

ADVERTISING

—what makes an ad man?

—in perspective

—who works in advertising?

—the ad department

—the ad agency

THE BETTER MOUSE TRAP
$70.05

2

3

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Appendix D

CAREER-O-GRAMS

SCENARIOS

Career-O-Grams

Making
Unusual
Sounds
In
Conjunction with
Instrumental
Achievement and playing
Nicer melodies

August **W**enck

Can you be
Interested enough to
Vie for top marks
In order to
Learn the

Essentials for building
Narrow bridges over
Gorges
In
Nairobi as well as
Experimenting with crashing small
Engined cars into
Railroad abutments

Tom **W**ilkes

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Listen,
Analyze, and
Weigh all facts, to determine
Your clients'
Equal rights under our law and get
Rich as a result.

James Stancil

Acting like someone you're not but
Conveying
True emotions and feelings of
Realism
Especially when there are
Stupendous amounts of
$ involved.

Draining body energy to twist
And turn and kick while at the same time
Never losing grace. Oh and
Clothing's not a problem because
Essentially leotards and tights
Reign in this business

Teri Richardson
Reprinted with permission from Sharon Colson

Each person feels the
Need to seek out his own ambitions and
Give to society an
Incomparable contribution. Doing your own thing is
Necessary and the field of
Electrical
Engineering
Really expresses my ambitions.

Expressing a
Notion of a
Great
Idea about
Necessary
Electrical device that could help
Everybody could
Really prove self-rewarding.

Mike Harville

Abstract and
Diverse
Verbiage combine in an
Effective and
Rythmic pattern
To
Intice and
Sell
Even the most skeptical consumer a
Ronco® "Vege-A-Matic"®!

Paul Haugen

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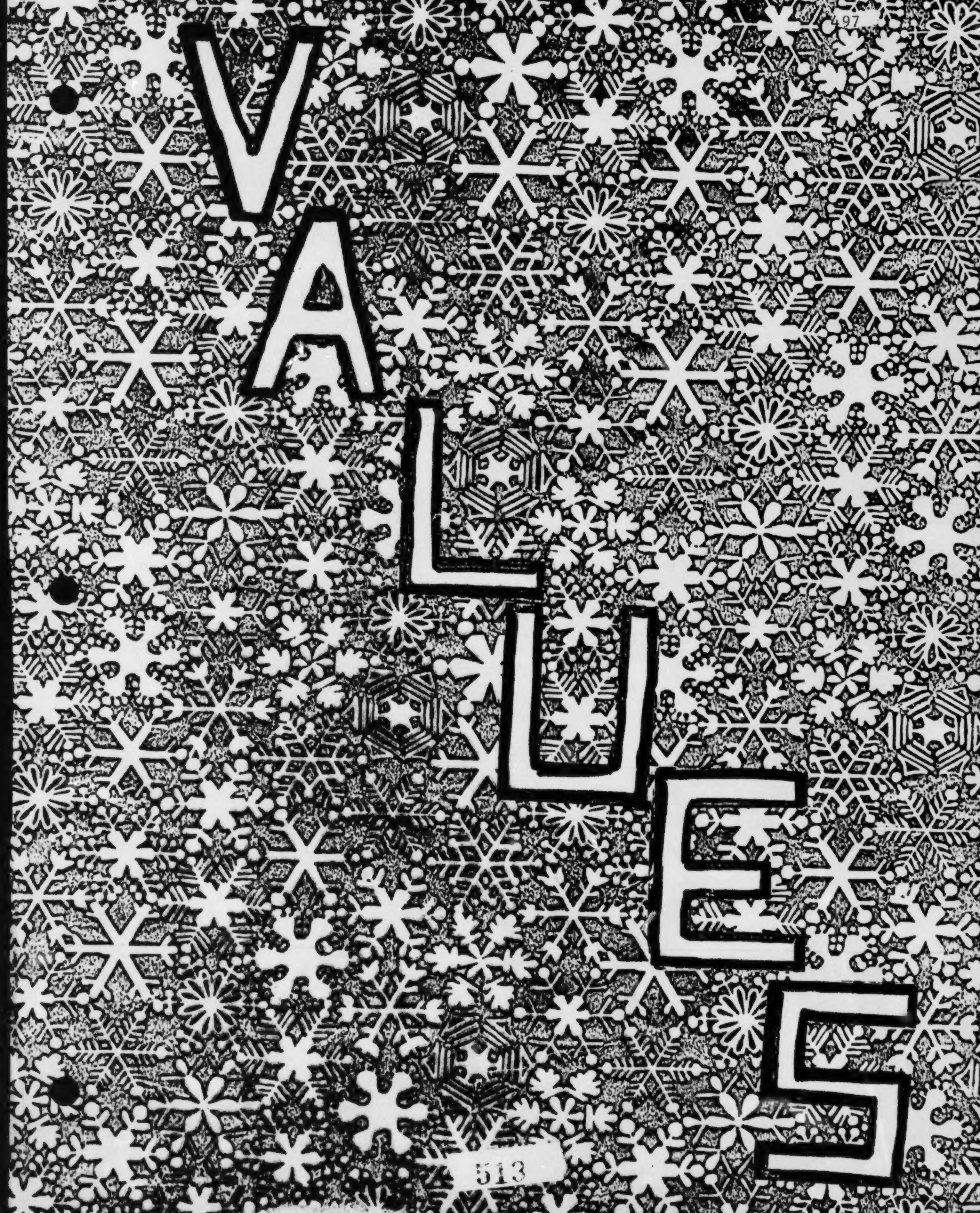
VALUES



VALUES

If one wishes to help children develop clearer values, one must help them use the process of valuing. That is, one must help children:

(1) make free choices whenever possible;
(2) search for alternatives in choice-making situations;
(3) weigh the consequences of each available alternative;
(4) consider what they prize and cherish;
(5) affirm the things they value;
(6) do something about their choices;
(7) consider and strengthen patterns in their lives.

It is as simple, and complex, as that. As the teacher helps students use these processes, he helps them find values.

It seems to be increasingly clear that the adult does not force his own set of values upon children. What he does is create conditions that aid children in finding values if they choose to do so. When operating with this value theory, it is entirely possible that children will choose not to develop values. It is the teacher's responsibility to support this choice also, while at the same time realizing that value development is likely to be one of the goals of the school and, if so, it should be encouraged by providing regular experiences that will help raise to the value level the beliefs, feelings, interests, and activities children bring to school with them.

It would be well to reserve the term "value" for those individual beliefs, attitudes, activities, or feelings that satisfy the criteria of having been

(1) chosen freely;
(2) chosen from among alternatives;
(3) chosen after due reflection;
(4) prized and cherished;
(5) publicly affirmed;
(6) incorporated into actual behavior;
(7) repeated in one's life.

In somewhat different words, we might say that something will not qualify as a value if any of the following conditions apply:

1. It has not been freely chosen; (no room in this theory for values that are imposed upon one by an outside pressure).
2. It is without one or more available alternatives; (a real choice must exist, not a spunious choice).
3. It has been chosen without thoughtful consideration; (this excludes impulse or highly emotional choices from the category of values).
4. It is not prized or cherished; (we exclude from the level of values those things which we have or do of which we are not proud and would rather not have or do--as when one chooses the least objectionable of several undesirable alternatives).
5. It is denied upon public confrontation; (to be ashamed or unduly fearful of something is to indicate that one does not value it highly).
6. It is not in some way reflected in one's actual behavior; (one who chooses democracy and never does anything to put that choice into practice may be said to have an attitude or belief about democracy but not a value).
7. It is a passing fancy and lacks any persistence over time; (a "one-shot" effort at pottery-making, for example, would not qualify as a value).

ADAPTED FROM: Project PROMISE: A Handbook for Administrators. Richland County Public Schools Talented and Gifted Programs, 1980, page 319. Susan Cooper, TAG Coordinator, Richland County Board of Education, 50 Park Avenue East, Mansfield, OH 44902. PERMISSION GRANTED.

KOHLBERG'S THEORY OF MORAL DEVELOPMENT

Lawrence Kohlberg, professor of education and social psychology at Harvard University, claims that humans go through certain stages in their approach to morality or moral reasoning. Based on the ideas about the relation of morality and thinking advanced by John Dewey and Jean Piaget, Kohlberg began a major study of moral thinking in 1950. While working with boys between the ages of ten and sixteen, he came to the conclusion that there was a natural developmental pattern to moral reasoning. As a result of further research in villages and cities in the United States, Great Britain, Taiwan, Yucatan, and Turkey, Kohlbert concluded that the stages of moral reasoning are culturally universal.

Kohlberg's viewpoint is not static by any means. He has devoted much recent effort to a philosophical articulation of the moral development theory. With continuing empirical research he has also developed refinements in the stages (subdividing them) and in the experimental techniques. Consequently, it is necessary for one to keep in touch to be aware of revisions and expansions. Nevertheless, there is a core to his "cognitive-developmental" theory which is summarized below.

Stages in Moral Development
PRE-CONVENTIONAL MORAL DEVELOPMENT

Stage Zero - Pre-moral

Pleasure - Pain (exciting-fearful) determine behavior
No sense of obligation or morality
Not immoral but amoral
Take what is pleasant; avoid what is unpleasant
Person is guided only by what he can and wants to do

Stage One - Simple authority orientation

Obedience and punishment orientation
Physical consequences determine good/bad
Deference to superior power or prestige
Authority figure determines standards
Responsive to rules

Stage Two - Instrumental relativist

Naively egoistic orientation
Instrumentally satisfying needs of self (occasionally others)
Equal sharing: exchange, reciprocity, fairness
Eye for eye, same for all, treat all the same
You scratch my back, I'll scratch yours (not from concern or loyalty, but because it's fair)

CONVENTIONAL MORAL DEVELOPMENT

Stage Three - Interpersonal concordance - good boy/nice girl orientation

Being nice, approval, pleasing a limited group are important
Consider own feelings (conscience) and feelings of others
Put oneself in other's shoes
Stereotypes of right behavior of majority
Intentions ("he means well") become important

Stage Four - Law and order

Orientation toward authority and maintenance of the social order
Maintain the given social order for its own sake
Doing duty
Rigid: fixed rules hard to change
Respect for authority and majority rule

POST-CONVENTIONAL MORAL DEVELOPMENT

(20% adult population may reach, usually in late twenties)

Stage Five - Social contract

Contractual legalistic orientation
Standards critically examined and socially agreed upon
Constitutional and democratic
Legalistic but law can be changed for benefit of society
Individual rights respected except when contrary to constitutionally agreed rights
Relativity of personal values respected
Utilitarian
Moral values are defined in terms of individual rights and standards agreed upon by the society
Consensus rather than majority
Official morality of United States

Stage Six - Ethical principle

Orientation to principles above social rules
Principles appeal to logical universality and consistency
Conscience guided by self-chosen principle
Justice with individual dignity
Obedience or disobedience to law based on moral respect for justice

Another way of seeing the differences of the stages is in the kinds of reasons given for obeying rules and the viewpoint toward the value of human life.

Stage One

Obey rules to avoid punishment

The value of human life is confused with the value of physical objects

Stage Two

Conform to obtain rewards, have favors returned

The value of human life is seen as instrumental to the satisfaction of the needs of its possessor or of other persons

Stage Three

Conform to avoid disapproval or dislike by others

The value of human life is based on the empathy and affection of family members and others toward its possessor

Stage Four

Conform to avoid censure by legitimate authorities and resultant guilt

Human life is conceived as sacred in terms of its place in a moral or religious order of rights and duties

Stage Five

Conform to rules to maintain the respect of the impartial spectator judging in terms of community welfare

Life is valued both in terms of its relation to community welfare and in terms of life being a universal human right

State Six

Conform to avoid self-condemnation

Belief in the sacredness of human life as representing a universal human value of respect for the individual

SOURCE: Project PROMISE: A Handbook for Administrators. Richland County Public Schools Talented and Gifted Programs, 1980, pp. 316-18. Susan Cooper, TAG Coordinator, Richland County Board of Education, 50 Park Avenue East, Mansfield, OH 44902. PERMISSION GRANTED.

CLARIFYING RESPONSES

SUGGESTED BY THE SEVEN VALUING PROCESSES

1. Choosing freely:
   - a. Where do you suppose you first got that idea?
   - b. How long have you felt that way?
   - c. What would people say if you were not to do what you say you must do?
   - d. Are you getting help from anyone? Do you need more help? Can I help?
   - e. Are you the only one in your crowd who feels this way?
   - f. What do your parents want you to be?
   - g. Is there any rebellion in your choice?
   - h. How many years will you give to it? What will you do if you are not good enough?
   - i. Do you think the idea of having thousands of people cheering when you come out on the field has anything to do with your choice?

2. Choosing from alternatives:
   - a. What else did you consider before you picked this?
   - b. How long did you look around before you decided?
   - c. Was it a hard decision? What went into the final decision? Who helped? Do you need any further help?
   - d. Did you consider another possible alternative?
   - e. Are there some reasons behind your choice?
   - f. What choices did you reject before you settled on your present idea of action?
   - g. What's really good about this choice which makes it stand out from the other possibilities?

3. Choosing thoughtfully and reflectively:
   - a. What would be the consequences of each alternative available?
   - b. Have you thought about this very much? How did your thinking go?
   - c. Is this what I understand you to say...(interpret his statement)?
   - d. Are you implying that...(distort his statement to see if he is clear enough to correct the distortion)?
   - e. What assumptions are involved in your choice? Let's examine them.
   - f. Define the terms you use. Give me an example of the kind of job you can get without a high-school diploma.
   - g. Now if you do this, what will happen to that...?
   - h. Is what you say consistent with what you said earlier?
   - i. Where will it lead?
   - j. For whom are you doing this?
   - k. With these other choices, rank them in order of significance.
   - l. What will you have to do? What are your first steps? Second?
   - m. Whom else did you talk to?
   - n. Have you really weighed it fully?
   - o. Just what is good about this choice?

4. Prizing and cherishing:
    a. Are you glad you feel that way?
    b. How long have you wanted it?
    c. What good is it? What purpose does it serve? Why is it important to you?
    d. Should everyone do it your way?
    e. Is it something you really prize?
    f. In what way would life be different without it?

5. Affirming:
    a. Would you tell the class the way you feel some time?
    b. Would you be willing to sign a petition supporting that idea?
    c. Are you saying that you believe...(repeat the idea)?
    d. You don't mean to say that you believe...(repeat the idea)?
    e. Should a person who believes the way you do speak out?
    f. Do people know that you believe that way or that you do that thing?
    g. Are you willing to stand up and be counted for that?

6. Acting upon choices:
    a. I hear what you are for; now, is there anything you can do about it? Can I help?
    b. What are your first steps? Second steps, etc.?
    c. Are you willing to put some of your money behind this idea?
    d. Have you examined the consequences of your act?
    e. Are there any organizations set up for the same purposes? Will you join?
    f. Have you done much reading on the topic? Who has influenced you?
    g. Have you made any plans to do more than you already have done?
    h. Would you want other people to know you feel this way? What if they disagree with you?
    i. Where will this lead you? How far are you willing to go?
    j. How has it already affected your life? How will it affect it in the future?

7. Repeating:
    a. Have you felt this way for some time?
    b. Have you done anything already? Do you do this often?
    c. What are your plans for doing more of it?
    d. Should you get other people interested and involved?
    e. Has it been worth the time and money?
    f. Are there some other things you can do which are like it?
    g. How long do you think you will continue?
    h. What did you not do when you went to do that? Was that O.K.?
    i. How did you decide which had priority?
    j. Did you run into any difficulty?
    k. Will you do it again?

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VALUES CLARIFICATION

Character education and development are not new educational functions, since they go back to the beginning of American history. The Northwest Ordinance of 1787 states: "Religion, morality and knowledge, being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged." The National Congress of Parents and Teachers, the National Education Association, and the National Assessment of Educational Progress, for many years have included character education as one of their basic educational objectives.

The 1970 White House conference on Children stressed the responsibility of schools in this area: "All schools should place special emphasis on the process of ethical reasoning and value formation. Stress should be on practice in discussing and arriving at individual ethical choices, with emphasis on both individual and social responsibility."

Many parents are aware of the declining influence of the family in the ethical, citizenship development of children and look to the schools to fulfill this role. Gallup Polls over many years show a constant and increasing desire by the public that schools strengthen the moral fiber of children, citing "high moral standards" as the educational priority most neglected today by parents.

The American Institute for Character Education is a nonprofit educational institution dedicated to one basic objective: to help teachers influence children and youth to understand themselves and to determine their own attitudes, values, goals and habits of life. AICE follows the long-established American tradition that character education must be a primary educational objective.

AICE publishes materials for kindergarten through grade five which are annotated by the National Instructional Materials Information System (NIMIS) as well as by other regional, state and service center retrieval systems which can provide a summary description of each kit. It may be possible to obtain special funding to purchase these materials under various categories provided through your State's educational agency.

The materials have all been field tested and are in the form of kits to be used by teachers and students as part of the curriculum of the schools, frequently in the social studies or language arts areas. They are attractive in form and content, and because AICE is a non-profit institution the kits are inexpensive.

All materials are presented in both English and Spanish in the Kindergarten Kit. Concepts about honesty, generosity, kindness, helpfulness and fairness are developed in the six books of animal stories and the accompanying six filmstrips in this kit. Children are encouraged to add to their conceptual development by using the story wheel (sets of four pictures) and six flip books which enable the children to select a certain pictured situation as a basis for their stories. There is also a song for each of the animal books.

Discussion is a necessary element of this program!

Each of the kits for Levels A-E, for grades one through five contains:

A Teacher's Guide for sequential, objective-based lessons presented in easy-to-follow, step-by-step format. The Character Education lessons serve to undergird the learning experiences of the child, which gives the teacher more usable time in the classroom as discipline problems decrease and pupils develop more positive attitudes toward the classroom situation and more confidence in thenselves.

Posters--dynamic and vivid 17 x 11-inch colorful visuals to complement and reinforce lessons in the teacher's guide. The illustrations provide stimulus for "spin-off" activities, such as role-playing, creative writing, and arts and crafts projects, brainstorming and picture study.

Activity Sheets--a wide variety of illustrations and forms, provided to be used hand-in-hand with the teacher's guide. This is an integral part of the curriculum to be used for: illustrating stories, stimulating discussion or role-playing, providing patterns for puppets, supplying puzzle pieces for group activities, and recording group responses to a common issue.

Evaluation Instruments--sets of testing items available for teachers to use in administering objective-based evaluation for each unit in the curriculum. This component aids the teacher in determining the student's level of understanding of the curriculum's basic concepts.

Teacher's Handbook--suggestions for implementing the curriculum. The handbook answers the teacher's questions of HOW? WHEN? and specifically IN WHAT WAYS?

SAMPLE TEACHING UNITS for Kindergarten through Grade Five, and additional information, including a booklet entitled Character Education and the Teacher which gives a complete description of AICE materials along with helpful suggestions on how best to present them, can be had by writing or telephoning:

Mrs. Karen Todd
American Institute for Character Education
342 West Woodlawn
P. O. Box No. 12617
San Antonio, Texas 78212
(512) 734-5091

SOURCE: Brochures and Correspondence from Karen Todd, American Institute for Character Education, 342 West Woodlawn, P. O. Box No. 12617, San Antonio, Texas 78212.
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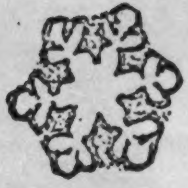

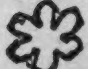

". . . I have become more able to appreciate individuals. I have come to believe that this is rather rare. So often, even with our children, we love them to control them rather than loving them because we appreciate them. I have come to think that one of the most satisfying experiences I know--and also one of the most growth-promoting experiences for the other person--is just fully to appreciate this individual in the same way that I appreciate a sunset. People are just as wonderful as sunsets if I can let them be. In fact, perhaps the reason we can truly appreciate a sunset is that we cannot control it. When I look at a sunset as I did the other evening I don't find myself saying, 'Soften the orange a little on the right hand corner, and put a bit more purple along the base, and use a little more pink in the cloud color.' I don't do that. I don't try to control a sunset. I watch it with awe as it unfolds. I like myself best when I can experience my staff member, my son, my daughter, my grandchildren, in this same way, appreciating the unfolding of a life. I believe this is a somewhat oriental attitude, but for me it is the most satisfying one.

So in this third area, prizing or loving and being prized or loved is experienced by me as very growth enhancing. A person who is loved appreciatively, not possessively, blooms, and develops his own unique self. The person who loves non-possessively is himself enriched. This at least has been my experience."

SOURCE: Rogers, Carl R. Freedom to Learn: A View of What Education Might Become. Columbus, OH: Charles E. Merrill, 1969, pp. 235-236.

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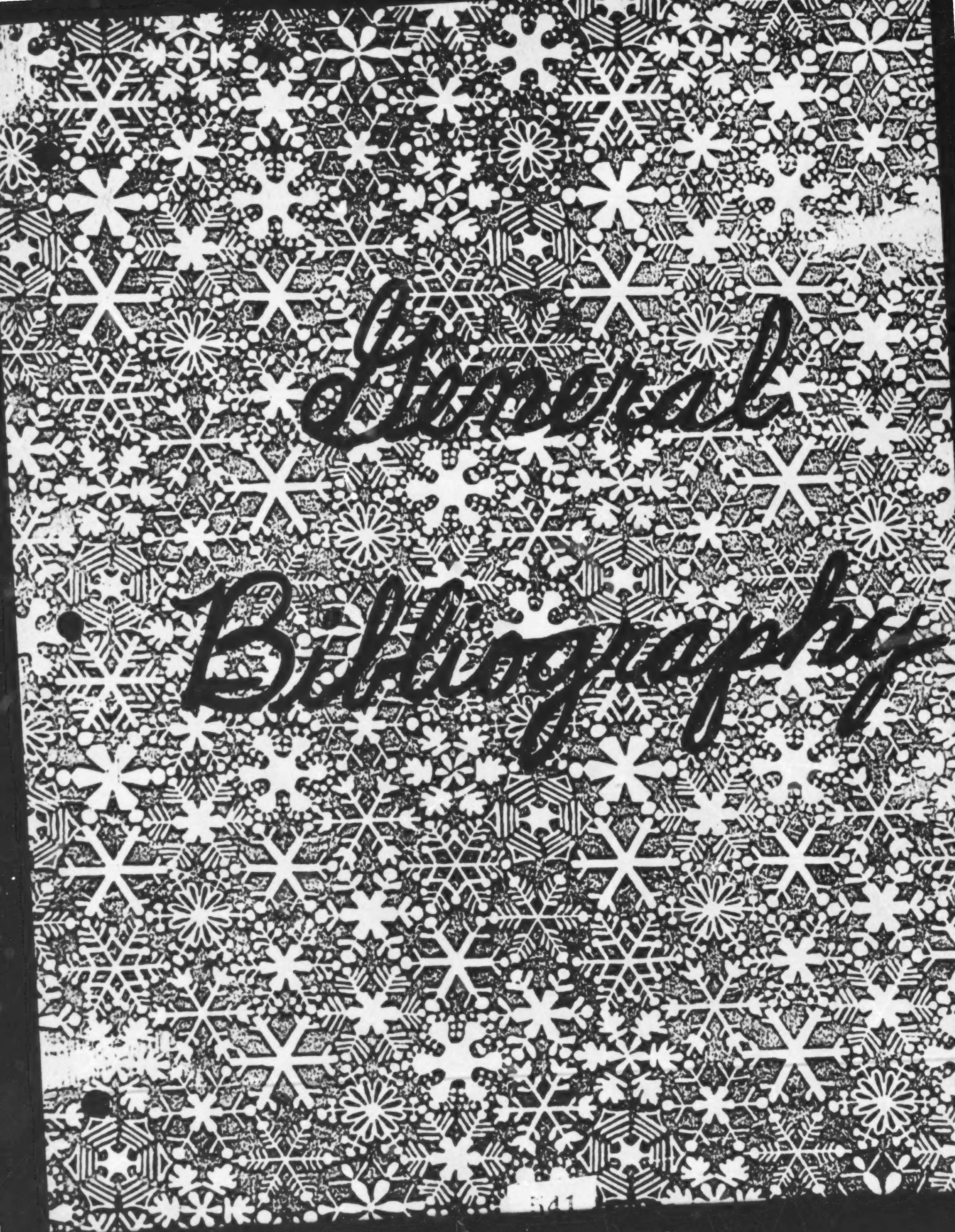

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